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ABSTRACT

The Oregon Report Card is an annual portrait of the state's public schools. The first five sections describe statewide progress toward implementing Oregon's Educational Act for the 21st Century, some of the state's exemplary school-improvement programs, and the clear relationship between Oregon's program and national education goals. The remaining sections provide detailed information about 15 subjects, describing the work schools and the Department of Education are undertaking to address the Act's specific goals. The 15 areas include: academic achievement, school finance, staff characteristics, student demographics, talented and gifted programs, alternative learning environments, special education, compensatory education, comprehensive counseling, professional-technical education, early childhood education, libraries and media centers, distance-learning programs, school transportation, and school nutrition. Thirty tables are included. Demographic profiles of the state's public elementary and secondary schools and 2 years of Oregon Statewide Assessment results are available through the Oregon Online gopher on Internet. (LMI)

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OREGON SCHOOLS FOR THE 21ST CENTURY

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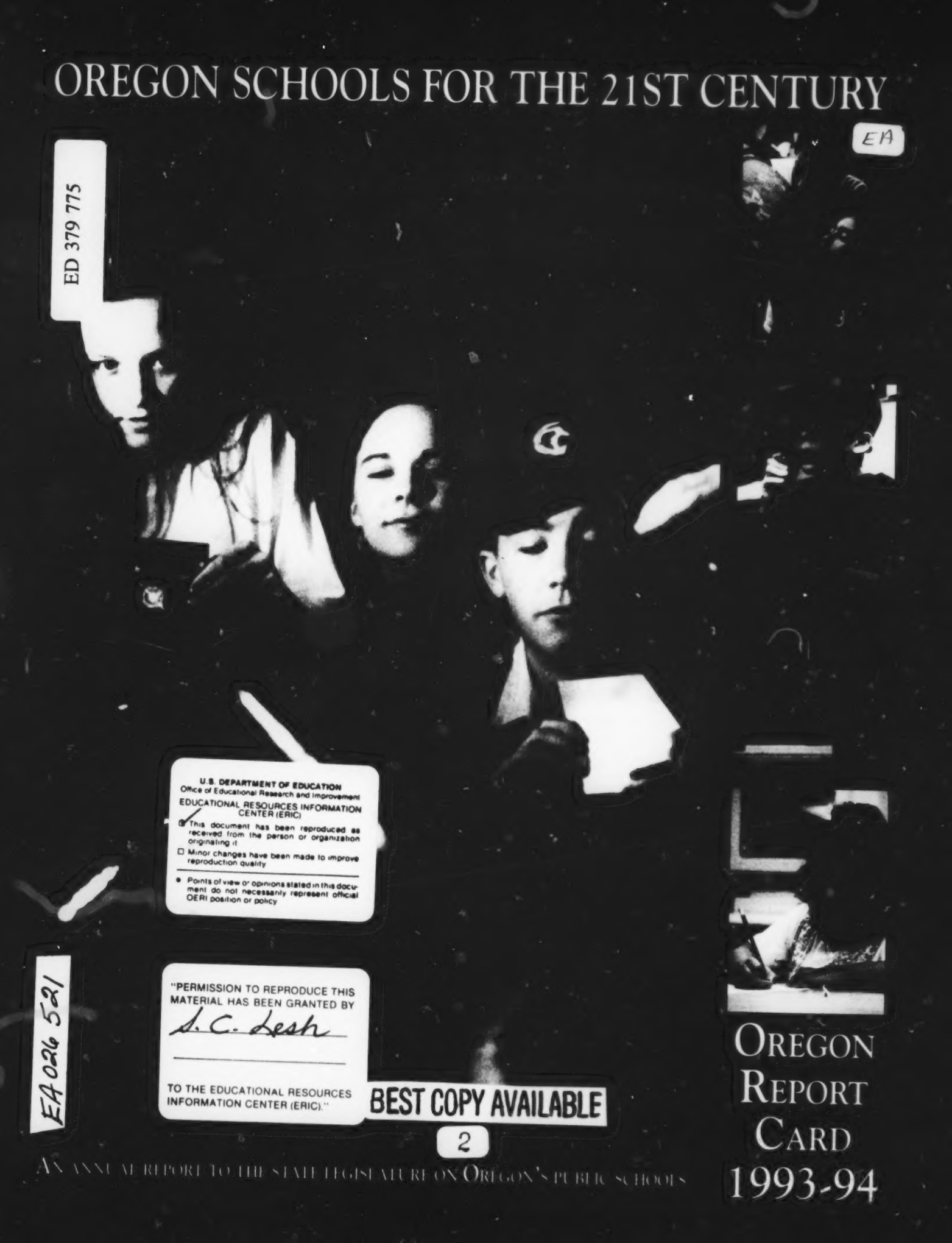

OREGON REPORT CARD 1993-94

AN ANNUAL REPORT TO THE STATE LEGISLATURE ON OREGON'S PUBLIC SCHOOLS

Oregon's Educational Act for the 21st Century requires the Department of Education to be accountable to Oregonians for our system of public education and school improvement activities. The annual Oregon Report Card describes the condition of Oregon public education and identifies significant trends to help the state set educational policy. The Report Card is mailed to all state and federal legislators, public schools, school districts and education service districts.

Cover photographs by Kelly Fenley, Eugene School District, and Shan Gordon, Salem.

Cover photo: Churchill High School students (from left) Misty Speck, Leslie Harris and Kurt Henning create their own laser lights to study reflections, refractions and other properties of fiber optics and radiation.

Photo insets, from top:

Jeremiah Howard and Ruby Barrientos confer over world geography at Peninsula Elementary School.

Spencer Butte Middle School student Ian Rondeau gives his full concentration to a cello recital.

Robert Do studies a microscopic world at Peninsula Elementary School.

A writing assignment absorbs the mental energy of Rumeena Chand at Peninsula Elementary School.

Back cover photo: Emily Weinkauf, Sheldon High School student, immerses herself in a high school reading assignment.

Photo insets, from top:

Sheldon High School junior Sean Smith offers his perspective during a social studies class.

Hanny Lee sculpts a friendship doll for exchange between Jefferson Middle School and students in the Japanese province of Fukouko.

Karisa James and Robert Malone look forward to the last day of their summer term at year-round Peninsula Elementary School.

Rosalba Montes (right) offers peer tutoring to Patricia Escoboza at Kelly Middle School.

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21st CENTURY SCHOOLS Oregon

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OREGON DEPARTMENT OF EDUCATION
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September 30, 1994

Dear Fellow Oregonians:

This year's report on Oregon's public schools spotlights the success of many dedicated teachers, principals, superintendents, parents and students in implementing Oregon's Educational Act for the 21st Century. With innovative educational programs and teaching practices, Oregon's 21st Century Schools will provide the rigorous, relevant education children need for success in life.

Schools are making considerable progress toward providing a more rigorous, relevant education for students, but they face a big problem. They lack an adequate, stable, predictable source of funding. Despite record high enrollment, Oregon's schools for the first time ever operated in 1993-94 with fewer dollars than the previous year. Enrollment in the last five years has risen 12 percent while the number of teachers has risen by only 6 percent. Demographic trends indicate the number of Oregon schoolchildren will continue to rise.

Local property taxes traditionally have been the largest source of funding for schools in Oregon. However, when the property tax limitations of Measure 5 are fully implemented in 1995-96, the state legislature will have to make up an even greater share of lost education revenue for schools with state money. Oregon's system of funding education is shifting from a local to a state responsibility.

Frankly, I have been impressed by the ability of Oregon schools to do as much as they have with current funding. However, schools cannot continue to do more with less. Three things must happen in Oregon. First, communities must give us children who are ready to learn. Second, communities must reduce violent behavior in schools. Third, schools must have a ***guaranteed stable funding source***.

It is imperative that the citizens and the legislature of this state make education their first priority. Oregon's future depends on our willingness to invest now in public education.

Sincerely,

Norma Paulus

Norma Paulus

EDUCATION FIRST!

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HIGHLIGHTS OF OREGON'S 1993-94 SCHOOL YEAR

The 1993-94 school year marked the beginning of significant change in Oregon's public schools. It was a year of progress toward the goals of Oregon's Educational Act for the 21st Century. It was a year of change for students, parents and teachers as schools across the state began new programs to enhance student learning. It was a year of accomplishment as students demonstrated improved academic abilities. And it was a year of hope and hard work. Despite record high enrollment and fewer dollars, teachers, principals, superintendents and school staff reallocated resources and created rigorous, relevant educational programs. Oregon is on the leading edge of change. There is much good news to report.

PROGRESS IN IMPLEMENTING OREGON'S EDUCATIONAL ACT FOR THE 21ST CENTURY

- In July and August 1994, the Department of Education trained 1,000 teachers in strategies they will use to help our children succeed in the 21st century.
- Another 13,000 teachers, or about 45 percent of the state's total teaching force, will receive training in the coming year, the result of $6.2 million in grants awarded to 500 schools across the state.
- Goals 2000, passed by Congress in April 1994, reflected the educational goals of Oregon's Educational Act for the 21st Century.
- Oregon's public colleges and universities approved a new admissions system aligned with the high academic performance standards of Oregon's Educational Act for the 21st Century.
- 21st Century Schools Councils formed at schools across the state, actively involving parents, teachers and community members in improving education.
- Schools formed new partnerships with businesses, creating innovative opportunities for all students to learn about the world of work.

- Oregon received a $17 million, five-year federal grant for school-to-work programs to help students learn about career options.
- Many schools changed the way they do business by instituting mixed-age classes, block scheduling, new grading systems and community-based learning opportunities for students.
- The State Board of Education adopted outcomes for the Certificate of Advanced Mastery and standards for the Certificate of Initial Mastery. In 1993, the Board approved Certificate of Initial Mastery outcomes.
- The Department of Education launched a regional strategy to help schools implement Oregon's Educational Act for the 21st Century.
- In a pilot program, 105 sophomores at Cottage Grove High School received the first Certificates of Initial Mastery, based on locally developed criteria.

OREGON'S ACADEMIC ACCOMPLISHMENTS

- Overall reading and writing performance on statewide assessments improved while mathematics performance remained steady.
- High schools piloting elements of Oregon's Educational Act for the 21st Century improved in reading and mathematics performance.
- For the fourth consecutive year, Oregon's seniors ranked first on the Scholastic Aptitude Test among 23 comparable states.
- More students graduated from high school and fewer students dropped out than in previous years, moving Oregon closer to the national education goal of a 90 percent graduation rate by the year 2000.
- Reading and mathematics performance improved for students enrolled in compensatory education programs.

Our goal is to provide a more rigorous, relevant education to students who are ready and eager to learn. We are beginning to challenge students in new ways, asking them to demonstrate their knowledge and skills so we can be assured that they are well prepared to succeed in the world after high school graduation. We are proud to be making progress toward that goal.

Implementing Oregon's Educational Act for the 21st Century

The 1991 state legislature initiated a new system of public education when it passed Oregon's Educational Act for the 21st Century. The Act stimulated one of the most comprehensive restructurings of a public school system in this country.

In 1992, the State Board of Education formed 10 task forces to study, discuss and make recommendations regarding the major elements of the Act. More than 200 educators, parents, business people and community members from across the state served on the task forces. They developed recommendations for implementing the Act, based on educational research and the best teaching practices in Oregon, and presented those recommendations to the Board.

In 1993, the Board used the task force recommendations, along with extensive comments from educators, interested citizens and Department of Education staff, to draft a long-range plan for implementing the Act.

Schools and school districts, working with the Department, are putting that plan into action. In August 1994, the Department provided all schools with specific information about changes in curriculum and student evaluation required to meet the goals of the Act. Schools are using that information to train teachers and develop local plans and strategies for school improvement. To support these local efforts, the Department began a statewide campaign to inform teachers about the elements of school improvement.

Teacher Training

In 1994, the Department awarded $6.2 million in grants to 500 schools across the state. These schools will use the grants to train about 13,000 teachers, or approximately 45 percent of the state's entire teaching force.

Also this year, the Department held a series of week-long institutes in Ashland, Bend, La Grande and Lake Oswego to train a total of about 1,000 teachers in the Certificate of Initial Mastery.

Regions for Technical Assistance

Region	Counties	Department of Education Contact
1	Clatsop, Columbia, Tillamook, Washington	Rex Crouse (503) 378-8004
2	Clackamas, Multnomah	Mary Jean Katz (503) 378-8004
3	Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	Don Ulrey (503) 378-3606
4	Baker, Grant, Union, Wallowa	Kelvin Webster (503) 378-8004
5	Linn-Benton, Lincoln, Marion, Polk, Yamhill	Carol Black (503) 378-8004
6	Coos, Curry, Douglas, Lane	Elizabeth King (503) 378-8004
7	Crook, Deschutes, Jefferson, Lake	Wanda Monthey (503) 378-8004
8	Jackson, Josephine, Klamath	Ric LaTour (503) 378-8004
9	Harney, Malheur	Ray Lindley (503) 378-8004

In 1993, the Department held day-long teleconferences around the state to train 500 teachers in performance assessment, a key element of the Certificate of Initial Mastery. Performance assessment requires teachers to observe and evaluate students as they demonstrate their abilities.Another 1,000 teachers were trained in performance assessment through Oregon's membership in the New Standards Project, a national organization developing curriculum standards.

In 1992 and 1993, the Department trained teachers in Central Point, Dayton, Corvallis, Eugene, Lake Oswego and Reynolds school districts. These districts received state grants to pilot performance assessment for the Certificate of Initial Mastery. Teachers in these districts conducted regional trainings in 1994 and will conduct more regional trainings in 1995. Teachers in Astoria, Bend, Central Point, Coos Bay, Cottage Grove, Eugene, La Pine, Portland and Prineville schools are being trained in the Certificate of Advanced Mastery, following receipt of state grants in 1991 and 1993.

The job of teacher training does not rest solely with the Department. Many school districts are training their own teachers. Portland Public Schools, for example, conducted 600 such sessions in the 1993-94 school year. Teaching colleges are also educating future teachers about the requirements of Oregon's Educational Act for the 21st Century.

A Regional Strategy to Help Schools

In August 1994, the Department launched a new strategy to help schools implement Oregon's Educational Act for the 21st Century. Oregon's 36 counties were divided into nine regions and a team of Department staff was assigned to each region. These teams are designed to respond to the requests from schools for assistance in implementing the Act and will provide technical assistance and training geared to specific regional needs.

Teams conducted regional workshops in September 1994 on the Certificate of Initial Mastery assessment system and will hold sessions in November 1994 on curriculum frameworks, in February 1995 on alternative learning environments and special needs students and in April 1995 on the Certificate of Advanced Mastery.

Certificate of Initial Mastery (CIM)

From kindergarten to about grade 10, students will work toward achieving a Certificate of Initial Mastery, a certificate showing students have demonstrated fundamental skills and knowledge.

In January 1995, districts will submit their plans for implementing the certificate to the Department. By the end of the 1996-97 academic year, schools will be ready to evaluate students in at least seven of the following 11 Certificate of Initial Mastery outcomes. By the end of the 1998-99 year, schools will be ready to evaluate students in all 11 outcomes.

To receive a Certificate of Initial Mastery, students will demonstrate their ability to:

- Apply mathematics and science;
- Apply the social sciences;
- Interpret literature and the arts;
- Read and write;
- Use technology;
- Communicate in a second language;
- Quantify using algebra, geometry, statistics, measurement and probability;
- Work with a team and provide leadership;
- Understand positive health habits;
- Be self-starters; and
- Think critically, creatively and reflectively in making decisions and solving problems.

In 1994, the Board adopted standards that specifically describe what students must demonstrate to achieve each outcome. This fall, the Board will conduct public hearings on the standards. Also in 1994, the Board adopted 36 Curriculum Content Goals, listing the curriculum schools must teach beginning in September 1994. The list includes teaching mathematics, science, English, a second language, literature, history, geography, economics, civics and the arts. Students will demonstrate their knowledge and skills in these curriculum areas to achieve the Certificates of Initial and Advanced Mastery.

Teachers will assess a student's proficiency in the 11 outcomes by evaluating both the student's factual knowledge and his or her ability to apply that knowledge in meaningful ways. Teachers will observe and evaluate students as students apply their knowledge in completing work assignments and solving problems. This observation and evaluation is called performance assessment.

The Department awarded grants to Central Point, Corvallis, Dayton, Eugene, Lake Oswego and Reynolds school districts to help develop the performance assessment system for the Certificate of Initial Mastery. These districts are developing materials and strategies for evaluating student knowledge and skills in each of the 11 Certificate of Initial Mastery outcomes.

At grades 3, 5, 8 and 11, students across the state will undertake common work assignments and tests to monitor their progress toward achieving the certificates. Teachers will also regularly evaluate portfolios of student work to assess progress. The Department is writing guidelines for schools to create, use and evaluate student portfolios. Portfolios will include samples of the student's work and results of performance assessments and tests.

■ CERTIFICATE OF ADVANCED MASTERY (CAM)

Students will follow achievement of the Certificate of Initial Mastery by choosing an area of interest and working toward the Certificate of Advanced Mastery. Students are expected to achieve the Certificate of Advanced Mastery by about grade 12. In April 1994, following statewide review by teachers, employers and other citizens, the Board of Education adopted nine Certificate of Advanced Mastery outcomes, which include advanced performance in six of the Certificate of Initial Mastery outcomes.

To achieve the Certificate of Advanced Mastery, students must demonstrate their ability to:

- Quantify using algebra, geometry, statistics, measurement and probability;
- Read and write;
- Use technology;
- Work with a team and provide leadership;
- Be self-starters;
- Think critically, creatively and reflectively in making decisions and solving problems;
- Apply knowledge;
- Improve processes; and
- Enhance systems.

Students will meet these outcomes while focusing on one of six areas of interest: arts and communications, business and management, health services, human resources, industrial and engineering systems and natural resources. Students can change their area of interest at any time. The six majors make school more relevant by relating high school work to future work or advanced study after high school. Students may fulfill requirements of the Certificate of Advanced Mastery through high school classes and augment them with community college or university classes and workplace training.

With state grants, high schools and education agencies in Albany, Astoria, Bend, Canby, Central Point, Coos Bay, Cottage Grove, Eugene, La Pine, Portland and Prineville, as well as in Clackamas, Clatsop, Columbia, Josephine, Lincoln and Umatilla counties, are developing models of the Certificate of Advanced Mastery.

21ST CENTURY SCHOOLS COUNCILS

By September 1994, every school district with more than one building must have a 21st Century Schools Council. By September 1995, every school in the state must have a council.

Oregon's Educational Act for the 21st Century establishes 21st Century Schools Councils, often called site councils, to implement the Act in each school. The councils—composed of teachers, school administrators, classified staff, parents, students and community members—work with existing school policy makers to improve local schools. The councils make decisions in three areas: curriculum development, professional development for teachers to support curriculum changes and further implementation of the Act.

The councils provide parents and other community members with a new avenue to participate in their local schools. Locally elected school boards will continue to make decisions regarding budgets, student discipline, hiring and firing of personnel and other traditional school board matters.

In accordance with the Act, the Department established a professional development center to help the school councils formulate goals and provide professional development opportunities for teachers. For work through 1995, the Department in 1992 and 1993 awarded a total of $770,000 to the Oregon Professional Development Center in Eugene to assist site councils. Currently, the center is establishing regional teams to help site councils around the state form, operate, make decisions and resolve conflicts.

WAIVERS

Schools that are making the changes called for by Oregon's Educational Act for the 21st Century may be hindered by state and local regulations written before the Act was passed. To make changes easier, a 21st Century Schools Council may apply to its local school board and the State Board of Education for a waiver of such regulations. Since 1990, the Board has approved 46 waiver requests, giving flexibility to schools and districts in curriculum, graduation requirements, school day or year length and structure, textbook selection, and teacher certification, assignment and responsibilities.

A LOOK TO THE FUTURE

The Department's top priorities for 1994-95 are developing the Certificates of Initial and Advanced Mastery further, training teachers, helping schools develop performance assessment systems and helping develop site councils.

EXEMPLARY SCHOOL IMPROVEMENT PROGRAMS

Across the state, schools are applying their most effective teaching practices, creating innovative educational programs and involving parents and the community in new ways toward a common goal: to provide the highest quality education possible for Oregon's students.

School improvement programs across Oregon vary widely. Some are in urban schools. Some are in rural schools. Some schools received state grants. Others worked within their existing budgets. In every instance, good results were the product of hard work, time and energy of teachers, principals, superintendents and staff. Here is a sample of how some schools are responding to Oregon's Educational Act for the 21st Century.

ELEMENTARY SCHOOLS

■ *Ackerman Elementary School, La Grande*

Classrooms at Ackerman are organized into three levels: kindergarten through second grade; third and fourth grades and fifth and sixth grades. With Eastern Oregon State College education students joining teachers in the classroom, the school reports more adult interaction with and attention to individual students, more time for teachers to plan classroom instruction, individually and collaboratively, and more opportunities for program development. Ackerman also has an extensive computer lab.

■ *Carus Elementary School, Canby*

Managed and coordinated by a parent, this school's "Participation and Love" parent involvement program draws more than 100 parents into Carus' classrooms each week to help individual students and small groups. Additionally, a leadership team and screening committee approve staff development programs which must be related to the school's goals and its curricular programs.

■ *Cedaroak Park Primary School, West Linn*

As with many schools in the state, this school's improvement efforts are driven by a commitment to increase student performance. Cedaroak identified rigorous academic outcomes for its students, set student learning goals and developed teaching practices and instructional programs to support these goals. The school changed its organizational structure to support the academic performance programs and is strongly committed to involving staff and the community in building quality education for all its students. Cedaroak also integrates technology into its educational program.

■ *Fairplay Elementary School, Corvallis*

Fairplay's portfolio development and student assessment programs are designed to allow students to demonstrate proficiency on the benchmarks leading to the Certificate of Initial Mastery. Students are taught to set learning goals and regularly use standard, objective scoring guides to assess their work. Kindergartners through fifth-graders are taught in two mixed-age "villages" within Fairplay.

■ *Hall Elementary School, Gresham*

The third grade teachers at Hall initiated an integrated unit on Japan, weaving together mathematics, reading, literature, social studies, language, art and culture. An exchange program with Japanese students enriched the unit. Teachers and parents reported that students became very engaged in their learning, and their greater interest led to success in other academic endeavors.

■ MIDDLE SCHOOLS

■ *Clear Creek Middle School, Gresham*

At Clear Creek, a team of five teachers teaches mathematics, science and the humanities to groups of 10 sixth through eighth grade students. When appropriate, the teams teach thematic units that add music, the arts and physical education to mathematics, science and the humanities. Students may choose from a variety of activities, designed with certain grade level expectations. Teachers report improved classroom management and increased student cooperation.

■ *Sisters Middle/High School, Sisters*

In financing construction of this new school, school administrators planned for technological improvements. From students to staff members and the principal, everyone uses technology in this school. Teachers record daily attendance and grades on computer. They can access laser disk players and video tape players from any classroom in the school via a telephone network system and access reference materials simultaneously around the building.

■ *Talent Middle School, Talent*

Students at Talent Middle School spend a block of time, equal to three class periods, with four teachers. These core classes, one in the morning and one in the afternoon, offer social studies, language and the arts. A student stays in the same core, with the same teachers, from sixth to eighth grade.

■ *Tigard-Tualatin School District, Tigard*

Meetings of principals at each level—elementary, middle and high schools—improve communication, help solve problems and focus discussion on problems specific to each school level. At the middle level, a district task force studied early adolescent issues and recommended programs that were adopted by the school board. Middle school programs in the Tigard-Tualatin district include interdisciplinary instruction, schools within schools, access to activities for all students, advisory groups, heterogeneous student groupings and differentiated curriculum and assessment.

■ *Waldport Middle School, Waldport*

The school decided it was excluding many students from further mathematics study by dividing mathematics courses based on ability. Thus, the eighth grade mathematics program at Waldport groups mathematics classes heterogenously. Algebra students work cooperatively, tutor sixth graders and receive an extra 20 minutes a day of algebra instruction while other students work independently. As ninth-graders, these algebra students pursue higher-level mathematics. Students who are not ready for algebra receive direct instruction to improve their individual mathematics performance. Several classroom activities involve all students, regardless of ability: students prepare income tax forms, learn about the career implications of mathematics and work on other applied mathematics projects together. The school experienced an unexpected benefit by eliminating mathematics tracking: it also eliminated tracking in other academic subjects.

■ HIGH SCHOOLS

■ *Cottage Grove High School, Cottage Grove*

In June 1994, Cottage Grove was the first high school in the nation to issue Certificates of Initial Mastery. The certificates were issued to 105 sophomores, about 60 percent of the class, based on a list of outcomes and portfolio guidelines the school developed. To achieve a certificate, students were required to demonstrate their proficiency in reading, writing, speaking, applying mathematics, directing their own learning and other academic tasks. Teachers evaluated students against a consistent set of standards and reported that the new emphasis on students' ability to apply knowledge improved their teaching.

■ *Crater High School, Central Point*

Teams of two to three teachers are developing instructional programs leading toward the Certificate of Initial Mastery at Crater High School. Each team has a common preparation period to provide ample time to plan and collaborate on curriculum and other program development. The teams are focusing their efforts on integrating curriculum, using common scoring guides and designing programs involving student projects.

■ *McKay High School, Salem*

To help students gain a better understanding of the connection between school work and a future career, McKay High School developed its "Career Path" program. Students are encouraged to identify post-secondary school goals and plan a four-year course of study directed toward those goals. McKay offers a variety of applied academics classes, career-related classes and opportunities for community-based learning. Teachers report that most students are working toward career goals, taking courses specifically related to a career target and choosing academic courses that provide fundamental skills essential to career preparation.

■ *McMinnville High School, McMinnville*

Four teachers in a four-period block worked with a cross-section of ninth graders. Planning instruction as a team, the teachers integrated mathematics, science, language arts, social studies and technology curriculum. They focused on fundamental skills, encouraged parental involvement, emphasized student leadership and responsibility and centered instruction around student projects.

■ *South Medford High School, Medford*

Initiated during school year 1986-87, this senior project program assesses whether seniors accomplished the school's curricular goals and keeps seniors focused on learning through their last day of high school. Seniors undertake a research project, write a paper, perform 15 hours of community service related to the project and give a culminating oral presentation on their project to a panel of five teachers and community members. Last year, about 250 community members watched the project presentations, seeing first-hand what students know and can do. Teachers report the quality of senior projects and presentations improves each year. Students report they enjoy working on their senior projects and feel they've accomplished something significant, challenging and personally rewarding.

■ *Toledo High School, Toledo*

For eight "Bridge Days," students are released from school to explore a career interest. The program is designed to provide a bridge for students between high school and future careers. Students are supervised by both a teacher and community member to ensure that the student's community experience provides maximum

learning opportunities. The students and supervisors set specific objectives for each day and evaluate whether the objectives were met. While the students are learning in the community, teachers plan instructional programs and engage in professional development at school.

Pilot Sites

The Department has invested money, on a competitive basis, to pilot elements of Oregon's Educational Act for the 21st Century. The work at the following pilot sites will be shared with schools across the state as they implement their own programs.

Early Childhood Education Pilot Sites

In 1991, the Department awarded grants of about $10,000 each to 10 sites to research and develop mixed-age kindergarten through third grade programs. These pilot sites will provide information to the State Board of Education and the legislature on instituting mixed-age programs at elementary schools across the state. The pilot sites are: elementary schools Ackerman and Greenwood collaborating in La Grande; Beaver Acres in Beaverton; Boeckman Creek in Wilsonville; Brattain in Springfield; Gore in Lebanon; Lincoln in Corvallis; London in Cottage Grove; Lynch View in Portland; Westmoreland in Eugene; and the Sabin Early Childhood Center in Portland.

Certificate of Initial Mastery Assessment Pilot Sites

In 1992, Oregon awarded grants to a network of school districts to develop the Certificate of Initial Mastery performance assessment system.

Called Student Performance Assessment Network, or SPAN sites, these districts are developing methods of assessing student performance and progress toward achieving the Certificate of Initial Mastery. Teachers in these districts are developing systems for creating, assigning and objectively evaluating student work from kindergarten through about grade 10. Teachers are also developing specifications for student portfolios and systems for effectively handling portfolios.

For detailed information about the work at each pilot site, you may wish to contact the following people:

Central Point School District, Central Point
Contact: Mike McClain or Dennis Neibhur
(503) 664-6611

Corvallis School District, Corvallis
Contact: Bill Auty
(503) 757-5811

Dayton School District, Dayton
Contact: Martha Stewart
(503) 864-2215

Eugene School District, Eugene
Contact: Betty Shoemaker
(503) 687-3123

Lake Oswego School District, Lake Oswego
Contact: Ron Smith, Steve Sherrell
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Reynolds School District, Portland
Contact: John Deeder
(503) 661-7200

■ CERTIFICATE OF ADVANCED MASTERY PILOT SITES

In 1991 and 1993, Oregon awarded grants to 10 sites around the state to train high school teachers and develop the Certificate of Advanced Mastery. For detailed information about the work at each pilot site, you may wish to contact the following people:

Bend/La Pine High Schools, Bend
Contact: Peter Miller
(503) 383-6027

Clatsop County Education Service District, Astoria
Contact: Richard Laughlin
(503) 325-2862

Cottage Grove High School, Cottage Grove
Contact: Ed Otton
(503) 942-3391

Crater High School, Central Point
Contact: Dave Gardner
(503) 664-6611

Crook County High School, Prineville
Contact: Richard Darst
(503) 447-5661

David Douglas High School, Portland
Contact: John Harrington
(503) 252-2900

Eugene School District, Eugene
Contact: Denise Gudger
(503) 687-3350

Marshfield High School, Coos Bay
Contact: Arnie Roblan
(503) 267-3104

Roosevelt High School, Portland
Contact: Mike Hryciw
(503) 280-5260

Willamette High School, Eugene
Contact: Jim Jamieson
(503) 689-0731

GOALS 2000: EDUCATE AMERICA ACT

The national education goals are the result of a major bipartisan effort to improve education so students in the United States will be ready for the challenges of living and working in the 21st century. Oregon's legislature showed foresight in passing Oregon's Education Act for the 21st Century. Oregon's goals for education in that Act are very similar to the eight national goals adopted by Congresss in 1994.

In 1989, President Bush and all 50 of the nation's governors adopted the goals as a target for the nation's schools. In April 1994, Congress adopted eight national goals for education when it enacted Goals 2000: Educate America Act. Goals 2000 establishes the National Education Goals Panel, an 18-member bipartisan body including governors, state legislators, members of Congress, and two members appointed by the President. The panel will report annually on progress toward the national goals, approve criteria for developing higher educational standards and review the voluntary national curriculum content standards and student performance standards.

OPPORTUNITIES FOR FEDERAL GRANTS

Goals 2000 provides federal money to help states and local school districts improve education for the 21st century. States seeking federal Goals 2000 grants must examine their current educational system and develop and implement improvement plans to help all students meet high academic standards. However, Goals 2000 does not constrain state and local initiatives to improve public education. Instead, the Act allows states great latitude in tailoring plans that reach the national goals and fit local conditions. Furthermore, states may be exempted from certain federal education requirements by applying to the Secretary of Education for a waiver or becoming one of six demonstration states. Oregon is seeking to become a demonstration state.

Calling on states and local communities to improve public education in this country, Congress has appropriated about $100 million in 1994 to support state efforts. In August 1994, Oregon applied for $950,000 to:

- Review Oregon's Educational Act for the 21st Century to align it with national education goals;
- Integrate technology into all elements of Oregon's school improvement plan; and
- Award grants to local education agencies to implement local improvement plans and support professional development of teachers.

PROGRESS TOWARD THE NATIONAL EDUCATION GOALS

Since the first set of national goals was adopted in 1989, information on progress toward reaching them has been released annually. Oregon is making progress toward the national goals to improve education. For example, in the last three years, Oregon's graduation rate has climbed steadily toward the national goal of 90 percent. The chart on the following page shows this trend.

The national education goals set a target for students to demonstrate competency in challenging subjects, including mathematics, science, English, a second language, history, geography, economics, civics and the arts. Oregon's Curriculum Content Goals ensure that schools will teach these subjects, and its Certificate of Initial Mastery performance assessment system will require students to demonstrate their abilities in these subjects.The

national goals also encourage schools to prepare students for responsible citizenship, further learning and productive employment. Oregon's Certificates of Initial and Advanced Mastery will require students to demonstrate these abilities, too.

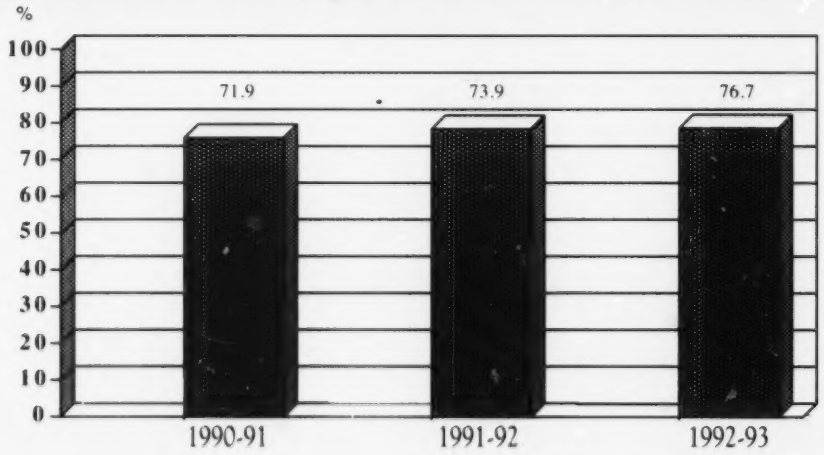
Oregon's Educational Act for the 21st Century stresses the importance of early childhood education, in line with the national goal that all children will begin school ready to learn.

GOALS 2000 SETS NATIONAL EDUCATION GOALS

By the year 2000 in the United States:

1. All children will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. All students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter, including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Every school will ensure that all students learn to use their minds well, so they are prepared for responsible citizenship, further learning and productive employment in our nation's modern economy.
4. The nation's students will be the first in the world in mathematics and science achievement.
5. Every adult will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school will be free of illegal drugs, violence, firearms, and alcohol and will offer a disciplined environment conducive to learning.
7. Teachers will have access to programs to improve their professional skills and acquire the knowledge and skills necessary to instruct and prepare all students for the next century.
8. Every school will promote partnerships to increase parental involvement and participation in promoting the social, emotional and academic growth of children.

PERCENTAGE OF STUDENTS WHO GRADUATE FROM OREGON HIGH SCHOOLS



Oregon's graduation rate has climbed steadily, from 71.7 percent in 1987-88 to 76.7 percent in 1992-93. Now, Oregon is just 13 percentage points away from the national education goal of a 90 percent graduation rate by the year 2000.

The Oregon Report Card is an annual portrait of Oregon's public schools. Its mission is to monitor trends in public education and recognize progress and achievement in schools so teachers, principals and superintendents across the state can learn from each other and build support for their own school improvement efforts.

The preceding pages described statewide progress toward implementing Oregon's Educational Act for the 21st Century, some of Oregon's exemplary school improvement programs and the clear relationship between Oregon's program and national education goals. The following pages provide detailed information about 15 subjects, describing the work schools and the Department of Education are undertaking to address the Act's specific goals.

> *The State of Oregon believes that all students can learn when offered appropriate learning opportunities, held to rigorous intellectual standards, and expected to succeed.*
>
> — Oregon's Educational Act for the 21st Century

ACADEMIC ACHIEVEMENT

One of the most important elements of a Report Card is the evaluation of a student's academic achievement. Since passage of Oregon's Educational Act for the 21st Century in 1991, student performance has improved. Oregon's 1994 statewide assessment generally showed improvement in reading, writing and mathematics, with the exception of eleventh grade mathematics. For the fourth consecutive year, Oregon's average Scholastic Aptitude Test scores ranked first among comparable states. A higher percentage of students graduated from Oregon's high schools and fewer students dropped out in 1993 than in previous years.

Oregon Statewide Assessment

In school year 1990-91, Oregon began a new system of assessing student performance. Oregon's statewide assessment system differs from nationally standardized tests. Standardized tests are "norm-referenced," meaning a student's scores are evaluated in comparison to how a national sample of students (or norm group) performed on the test. Norm-referenced scores only show a student's standing relative to other students at the same grade level who took the test. Such tests provide limited guidance to determine whether a student has mastered a challenging curriculum or acquired the knowledge and skills needed for success in school.

Oregon's statewide assessment system, by contrast, is "criterion-referenced," meaning a student's performance is evaluated against predetermined levels of performance. This system is based on specific curriculum objectives of Oregon's schools, not on standardized questions that may not necessarily reflect Oregon's curriculum objectives. Panels of Oregon educators design the tests and ensure they reflect curriculum goals adopted by the State Board of Education.

Reading Performance Improved in All Grades

State reading assessments are administered in one class period. Each student answers 36 questions related to several reading passages. The passages are usually complete selections of up to three pages each, longer than the brief excerpts typically used in standardized tests. Selections are taken from a variety of reading materials and cover a broad range of curriculum topics.

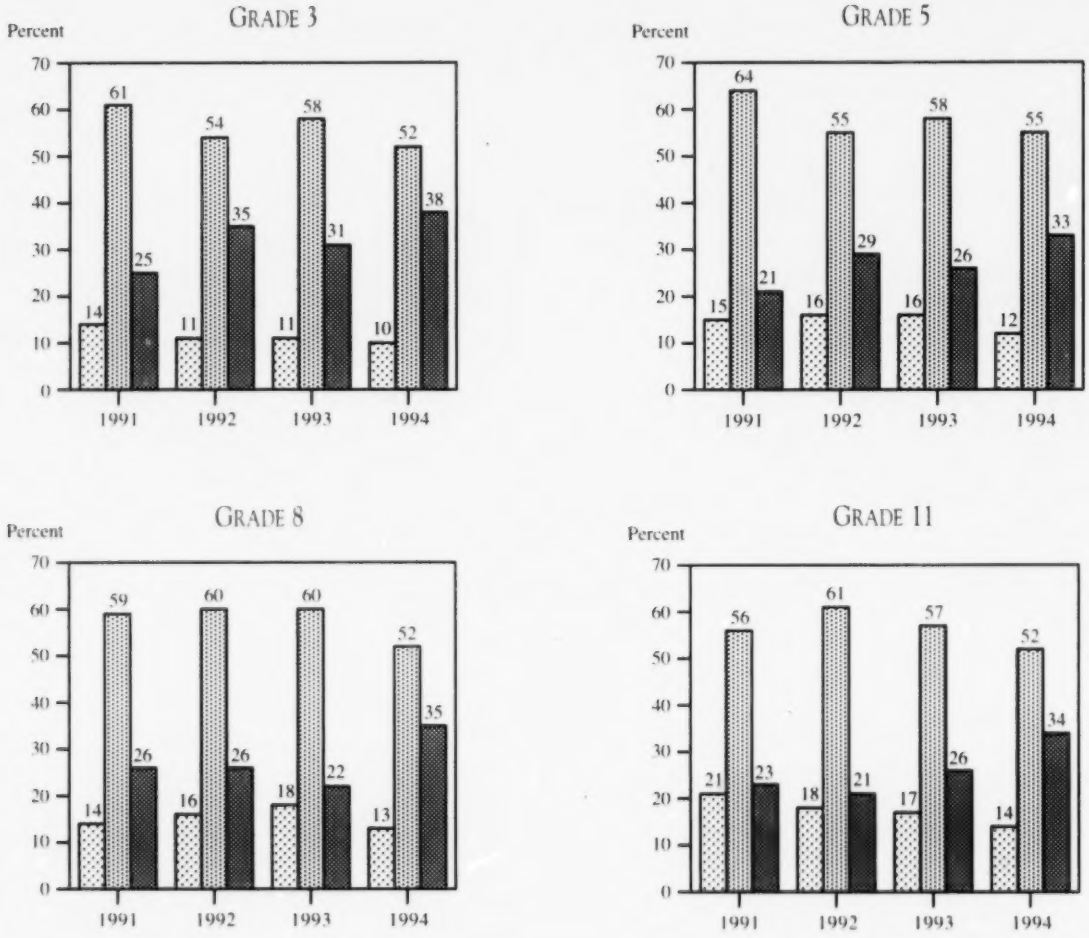
In 1994, reading performance in grades 3, 5, 8 and 11 improved over previous years. Ninety percent of third graders, 88 percent of fifth graders, 87 percent of eighth graders and 86 percent of eleventh graders scored at the proficient or advanced level. The chart on the following page shows the four-year trend.

Writing Performance Improved in All Grades

In 1985, Oregon developed a common scoring system for statewide evaluation of student writing. Since that time, student writing has improved.

The state writing assessment requires students to choose one of two given topics and write about that topic in an assigned mode (descriptive, expository, imaginative, narrative or persuasive). Students write for 45 minutes a day for three consecutive days to create and edit a final piece.

Oregon's statewide assessment showed general improvement in reading and writing, and no change in mathematics for most students. Ninety percent of third graders, 88 percent of fifth graders, 87 percent of eighth graders and 86 percent of eleventh graders scored at the proficient or advanced level in reading performance.



The percentage of students performing at the advanced level increased in every grade in the last two years, with gains ranging from 7 to 13 percent. The percentage of students not making satisfactory progress dropped for all grades in the last two years.

Students at the ***basic*** level are not making satisfactory progress and are functioning below grade level expectations. They are able to answer correctly less than 80 percent of relatively easy questions.

Students at the ***proficient*** level are making satisfactory progress and are well prepared for the next level of schooling. They are able to answer correctly about 80 percent of average difficulty questions.

Students at the ***advanced*** level demonstrate superior performance. They are functioning above grade level expectations and are able to answer correctly more than 80 percent of the most difficult questions.

Each student's writing is scored from one to five in six areas: ideas and content, organization, voice, word choice, sentence fluency and conventions (spelling, grammar, punctuation, capitalization, usage and paragraphing). The work is also scored from one to five on effectiveness in the assigned mode of writing. Two teachers, trained to evaluate student writing, independently score each piece.

Generally, students in 1994 maintained or exceeded writing performance observed in 1991. As indicated by the percentage of students scoring at the top two levels, third graders improved in all areas

Writing Performance, Grade 3

	Year	No Score	1 and 2	3	4 and 5
Ideas and Content	1994	1.2	26.4	40.9	31.4
	1992	1.2	25.9	43.1	30.0
	1991	2.7	34.7	40.8	21.8
Organization	1994	1.2	30.7	43.4	24.6
	1992	1.2	32.7	42.2	24.0
	1991	2.7	40.2	38.8	18.4
Voice	1994	1.2	18.3	43.8	36.7
	1992	1.2	18.2	46.7	33.9
	1991	2.7	25.0	45.4	26.9
Word Choice	1994	1.2	17.9	56.8	24.1
	1992	1.2	15.2	58.5	25.2
	1991	2.7	19.4	55.7	22.2
Sentence Fluency	1994	1.2	27.9	46.5	24.5
	1992	1.2	25.4	46.2	27.3
	1991	2.7	27.5	45.5	24.4
Conventions	1994	1.2	31.6	42.1	25.2
	1992	1.2	26.9	37.3	34.6
	1991	2.7	25.4	34.4	37.5
Descriptive	1994	4.5	22.4	36.5	36.6
	1992	15.7	23.8	32.4	28.1
	1991	9.0	32.8	34.3	23.8
Expository	1994	7.7	31.3	35.6	25.5
	1992	15.5	29.1	33.1	22.4
	1991	6.7	44.9	33.0	14.9
Imaginative	1994	4.3	23.6	33.7	38.4
	1992	23.1	19.2	25.1	32.7
	1991	6.1	30.6	37.4	25.9
Narrative	1994	3.7	26.9	38.8	30.5
	1992	4.2	23.0	40.8	32.0
	1991	7.3	31.4	38.3	22.9
Persuasive	1994	10.1	35.9	31.2	22.7
	1992	24.8	29.6	28.0	17.7
	1991	7.2	47.3	33.4	12.1

Teachers credit Oregon's statewide writing assessment with improving both writing instruction and student performance. As indicated by the percentage of students scoring at the top two levels, the percentage of third graders at those levels rose in all but one area in 1994 compared with 1991. The percentage of third graders scoring in the top two levels in conventions dropped from 37.5 in 1991 to 25.2 in 1994.

*Grades 3 and 8 were tested in writing in 1994. Grades 5 and 11 will be tested in 1995.

Students at *level 1* are searching for a topic or a way to handle this trait or mode.

Students at *level 2* show promise but are not yet strong in this trait or mode.

Students at *level 3* show a balance of strengths and weaknesses and are beginning to take control of this trait or mode.

Students at *level 4* show more strengths than weaknesses and are developing control of this trait or mode.

Students at *level 5* show many strengths and are in control of this trait or mode.

Students receive *no score* when their writing is unintelligible, illegible, too brief, not in the assigned mode or does not meet other writing criteria.

since 1991 except in conventions. The table on the previous page shows the trend for third graders.

As indicated by the percentage of students scoring at the top two levels, eighth graders showed significant improvement in all areas since 1991. The table below shows the four-year trend for eighth graders.

Mathematics Performance Improved in All Grades but 11

In 1994, students in grades 3, 5 and 8 did 51 mathematics problems involving geometry, measurement, probability, statistics, estimation and other mathematics principles. The percentage of students scoring at the top two levels in grades 3, 5 and 8 has

WRITING PERFORMANCE, GRADE 8

	YEAR	NO SCORE	1 AND 2	3	4 AND 5
Ideas and Content	1994	1.3	15.0	37.2	46.5
	1992	0.6	16.6	41.4	41.5
	1991	2.0	25.5	47.5	25.0
Organization	1994	1.3	18.3	39.3	40.9
	1992	0.6	21.1	42.9	35.5
	1991	2.0	28.0	49.1	21.0
Voice	1994	1.3	7.7	36.4	54.6
	1992	0.6	9.3	41.9	48.2
	1991	2.0	14.3	49.3	34.4
Word Choice	1994	1.3	9.9	54.3	34.5
	1992	0.6	11.3	58.0	30.2
	1991	2.0	11.4	62.6	24.0
Sentence Fluency	1994	1.3	13.9	44.5	40.2
	1992	0.6	15.9	47.8	35.7
	1991	2.0	17.2	52.6	28.2
Conventions	1994	1.3	17.7	41.1	39.9
	1992	0.6	20.0	41.2	38.3
	1991	2.0	21.0	45.9	31.1
Descriptive	1994	2.9	15.9	31.5	49.6
	1992	4.0	16.7	35.4	44.0
	1991	2.9	26.5	46.3	24.3
Expository	1994	2.8	18.4	35.5	43.3
	1992	3.6	19.0	39.7	37.8
	1991	3.3	30.2	45.8	20.7
Imaginative	1994	8.3	14.2	30.1	47.4
	1992	2.6	13.5	34.7	49.3
	1991	5.1	36.3	36.5	22.0
Narrative	1994	3.3	11.4	32.3	53.0
	1992	2.8	13.0	34.5	49.7
	1991	3.4	18.1	47.6	31.0
Persuasive	1994	4.1	24.1	36.9	34.8
	1992	5.4	23.3	38.9	32.5
	1991	7.3	32.1	40.1	20.6

As indicated by the percentage of students scoring at the top two levels, eighth graders improved in all areas of writing performance. For example, the percentage of eighth graders scoring at the top two levels in sentence fluency rose by 12 percentage points, from 28.2 percent in 1991 to 40.2 percent in 1994.

risen since 1991. However, eleventh grade performance dropped 6 percent from 1991, with only 61 percent of high school juniors scoring at the proficient or advanced level in 1994, compared to 67 percent in 1991. The Department is concerned about this drop and is committed to improving mathematics performance of all students. Eleventh grade performance most likely dropped because many students do not advance through the traditional mathematics curriculum to eleventh grade mathematics. The Department will encourage a new strategy for mathematics education to ensure that all students are taught the entire mathematics curriculum. The chart on the following page shows the four-year trend.

New Strategy for Mathematics Education

Oregon's Educational Act for the 21st Century urges schools to provide for a high degree of mastery in mathematics. Goals 2000 passed by Congress in April 1994 sets a goal that U.S. students will be the first in the world in mathematics achievement by the year 2000.

Currently, the United States is one of only a few industrialized countries to package its high school mathematics courses into discrete subjects—algebra 1, geometry, algebra 2, trigonometry and calculus—instead of teaching all these mathematics principles as one integrated discipline.

As a result, the doors shut for many students in junior high; a student who isn't in first-year algebra by the eighth grade is unlikely to progress to calculus by the twelfth year. Under Oregon's new strategy for mathematics, all students will analyze and solve problems in algebra, geometry, statistics, probability, numeration, measurement and mathematical procedures. Additionally, the State Board of Education in 1992 adopted National Council of Teachers of Mathematics standards, outlining the mathematics curriculum, including trigonometry and calculus, which all districts must teach.

In school year 1994-95, for the first time, fourth and eighth grade students will take "open-ended" mathematics assessments. These assessments evaluate how well students are able to apply mathematics knowledge. They are called open-ended because they have more than one possible solution, require multiple steps to solve and require students to explain the steps they took to solve the problem. Each student will have one class period to complete a problem in numeration, measurement, mathematical procedures, geometry, statistics and probability, or patterns, functions and relationships, including algebra.

A Look to the Future

In the 1994-95 school year, students in grades 3, 5, 8 and 11 will take reading and science assessments. Students in grades 5 and 11 will also take writing assessments. Students in grades 3, 4, 5, 8 and 11 will take mathematics assessments.

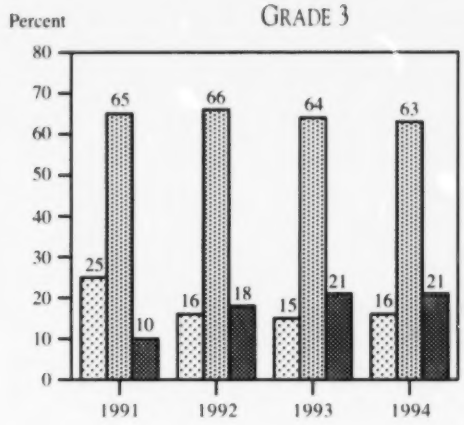
Five high schools piloting school improvement made gains in reading and mathematics assessments in the last year: Crater in Central Point, Cottage Grove in Cottage Grove, David Douglas and Roosevelt in Portland and Willamette in Eugene. Reading scores improved in all five schools. Mathematics scores improved at Crater, Roosevelt and Willamette and remained unchanged at Cottage Grove and David Douglas.

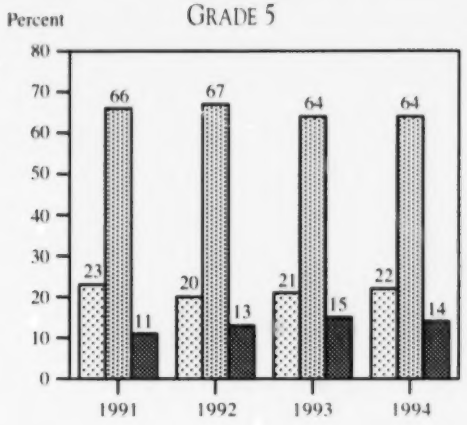
In the future, Oregon's existing statewide assessment will be integrated with the performance assessments that schools and the Department are developing to evaluate student progress toward the Certificates of Initial and Advanced Mastery.

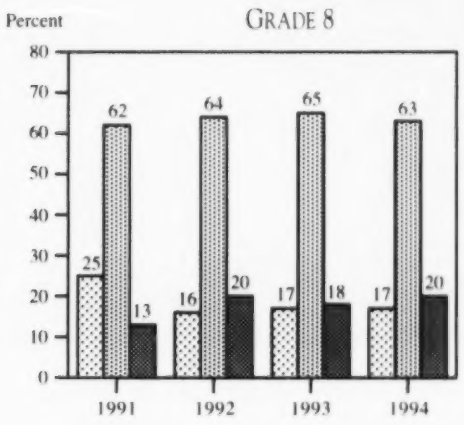
Performance assessments for the Certificates of Initial and Advanced Mastery will require students to demonstrate a certain level of knowledge and skills in 9 to 11 defined areas, or outcomes.

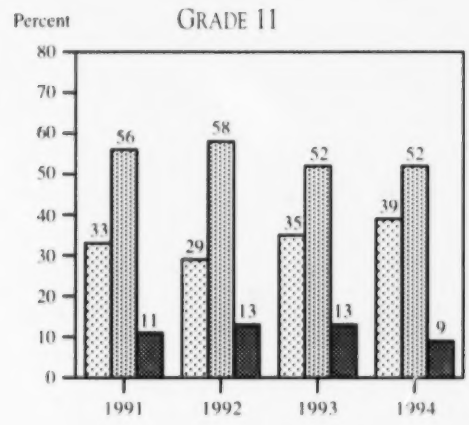
First Among Comparable States on the SAT

The 2 1/2 hour, multiple choice national Scholastic Aptitude Test (SAT) measures verbal and mathematical skills. Test scores, reported on a scale of 200 to 800, are often required for college admission.









Student performance in mathematics remained fairly steady across all grades. In grades 3 and 8, 83 to 84 percent of all students are performing at the proficient or advanced level in mathematics, while 78 percent of fifth graders perform at this level. There was a slight increase in the percentage of eighth grade students performing at the advanced level, with a decrease from 13 percent to 9 percent in eleventh grade students performing at this level. Students in grade 11 recorded the lowest performance levels, with only 61 percent achieving proficient or advanced performance.

Students at the ***basic*** level are not making satisfactory progress and are functioning below grade level expectations. They are able to answer correctly less than 80 percent of relatively easy questions.

Students at the ***proficient*** level are making satisfactory progress and are well prepared for the next level of schooling. They are able to answer correctly about 80 percent of average difficulty questions.

Students at the ***advanced*** level demonstrate superior performance. They are functioning above grade level expectations and are able to answer correctly more than 80 percent of the most difficult questions.

In 1994, for the fourth year in a row, Oregon seniors ranked first among the 23 states with at least 40 percent of students taking the SAT.

Oregon's mathematics scores averaged 491, a one-point drop from 1993. Verbal scores averaged 436, down five points from 1993. Nationally, the math average was 479, up one point, while the verbal average was 423, down one point from the previous year. The table below compares Oregon and national scores.

According to the College Board, scores usually drop when a higher percentage of students participate. In Oregon, the average percentage of high school students taking the SAT has climbed steadily. In 1982 only 42 percent of Oregon's high school graduates took the SAT. In 1994, 53 percent took the test.

More Students Graduate

The national education goals adopted by Congress in April 1994 urge states to increase the high school graduation rate to at least 90 percent by the year 2000. Oregon is steadily moving toward that goal. The graduation rate has climbed from 71.7 percent in 1998-88 to 76.7 percent in 1992-93. The 1994 graduation rate will be available later this year.

As students learn how academic course work relates to life outside the classroom, dropout rates will most likely decrease and graduation rates rise. Roosevelt High School, a pilot site helping students connect core academic courses to real life applications, had a 16 percent ninth-grade dropout rate two years ago. Now it is 6 percent.

Oregon's dropout rate has remained fairly constant for the past three years, with an estimated 5.6 percent of all students dropping out in 1993-94, compared with approximately 5.7 percent in both 1991-92 and 1992-93 and about 6.5 percent in 1990-91. Dropout rates between 1987 and 1990 averaged about 6.7 percent each year. The annual dropout report for 1993-94 will be released in February 1995.

Although the percentage of minority students who drop out of school is declining, minority dropout rates are still higher than the state average. In 1990-91, 14.8 percent of Hispanic students dropped out of school, compared to 14 percent in 1992-93. In 1990-91, 9.7 percent of African-American students dropped out, compared to 8.6 percent in 1992-93. In 1990-91, 9.7 percent of Native-American students dropped out, compared to 9.2 percent in 1992-93.

Average Oregon SAT Results Compared Nationally

	Verbal		Mathematics	
	Oregon	National	Oregon	National
1994	436	423	491	479
1993	441	424	492	478
1992	439	423	486	476
1991	439	422	483	474
1990	439	424	484	476
1989	443	427	484	476
1988	441	428	482	476
1987	444	430	484	476
1986	444	431	486	475

Although Oregon's scores declined slightly in 1994, Oregon was still in first position among the 23 states with at least 40 percent of students taking the SAT.

SCHOOL FINANCE

For the first time ever, Oregon schools operated with fewer dollars than the previous year, despite record high enrollment. In 1993-94, Oregon schools operated with $2.8 billion, representing a $58 million cut in actual dollars from 1992-93. Under the state's funding formula, each school district received 8 percent less per student in 1993-94 than in 1992-93. In the 1993-95 biennium, the state legislature appropriated $500 million less than what schools needed to continue existing programs, factoring in increased enrollment and inflation.

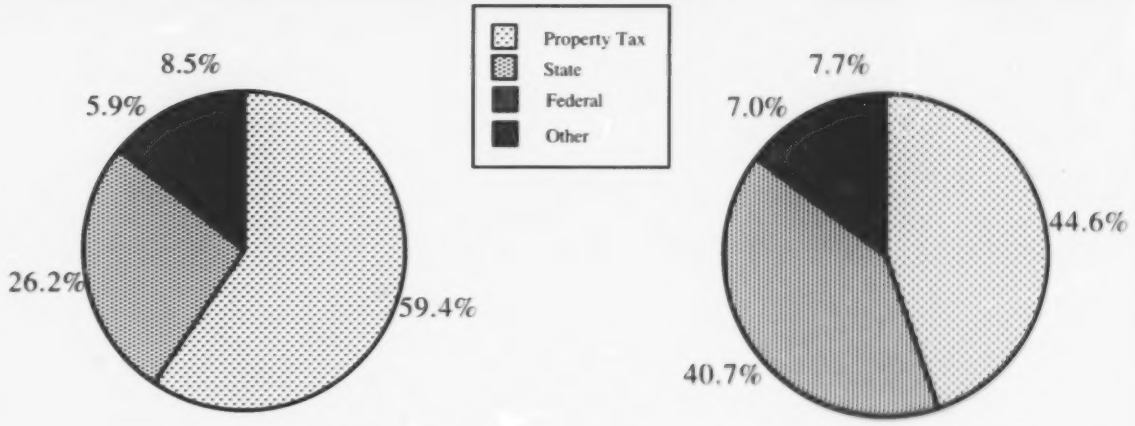
Shifting Responsibility for School Funding

Local property tax dollars traditionally were Oregon's largest source of funding for local public schools. But Measure 5, the property tax limitation voters approved in 1990, changed that. Measure 5 limited local property taxes to $10 per $1,000 of assessed valuation in 1993-94, will reduce property taxes further to $7.50 per $1,000 of assessed valuation in 1994-95, and will bottom out at $5 per $1,000 of assessed valuation in 1995-96.

Because it reduced a traditional source of education revenue, Measure 5 required the state legislature to use state money to replace the property tax dollars that schools would have received if Measure 5 had not passed. As a result, Oregon's system of public education is becoming a state-supported, rather than a locally supported, system. In 1990-91, before Measure 5, 59.4 percent of the total budget for

Despite record high enrollment, Oregon's public schools had $58 million less in 1993-94 than in 1992-93. The Department will work with the legislature to create a stable, adequate funding base for education. Oregon's children are counting on us.

SCHOOL FUNDING SOURCES



1990-91 (BEFORE MEASURE 5)
$2.5 BILLION

1993-94 (AFTER MEASURE 5)
$2.8 BILLION

As a result of Measure 5, public education in Oregon is shifting from a locally funded system to an increasingly state-funded system. Until recently, Oregon ranked in the bottom five states based on the percent of state revenue allocated to public elementary and secondary schools. Although its share has risen from 26 percent in 1990-91 to 45 percent in 1993-94, Oregon still has not reached the 50 percent mark of other states.

public schools came from local property taxes and 26.2 percent came from the state. In 1993-94, 44.6 percent of the budget for public schools came from local property taxes and 40.7 percent came from the state. The state will be called upon to replace a larger amount of lost property taxes in coming years.

Providing Financial Equity

The 1991 legislature also created a new school funding formula to provide financial equity among school districts. Under the formula, each school district receives a certain amount of money per student, based on the number of students in the district, plus an additional amount for students in more costly programs such as special education and English as a second language. As a result of this equalization formula, many districts with lower assessed property valuations and local property taxes received more money from the state after 1991 than districts with higher assessed property valuations and local property taxes.

School District Expenditures

About 83.8 percent of 1993-94 school district expenditures went to salaries and benefits, up from 82.5 percent in 1992-93. Salaries generally rose between 2 and 5 percent.

The average superintendent's salary in 1993-94 was $65,797, a 4 percent increase over 1992-93. The average principal's salary was $59,170, a 3.6 percent increase over 1992-93. The average teacher's salary was $37,589, a 4.8 percent increase over 1992-93. First-year teachers averaged $23,186, a 2.8 percent increase over 1992-93.

Operating and maintaining existing buildings and grounds accounted for 11.7 percent of district budgets.

STAFF CHARACTERISTICS

Despite a record high of about 542,000 students, fewer dollars meant Oregon's schools operated in 1993-94 with fewer teachers, administrators and staff members.

The total number of school employees dropped by 2.3 percent, from 51,598 in 1992-93 to 50,397 in 1993-94. Districts did their best to protect the classroom from budget cuts. The number of administrators dropped 8.6 percent, while the number of teachers dropped 2.3 percent. The number of school administrators may continue to drop as elementary school districts merge with their union high school districts by 1996-97, as required by state law.

Teachers make up the great majority of school employees. They represented 85.7 percent of all school staff members in 1993-94, compared to 85.4 percent in 1992-93. Although they still represent the largest group in schools, the total number of teachers is declining. Total teaching positions dropped by 679, from 29,021 in 1992-93 to 28,342 in 1993-94. The number of new teachers hired dropped 41.8 percent, from 2,590 in 1992-93 to 1,498 in 1993-94.

Student-Teacher Ratios Gradually Rising

Class loads are heavier for teachers. In the last five years, student enrollment has risen by 12 percent while the number of teachers has risen by only about 7 percent.

The average student-teacher ratio has gradually risen. In 1993-94, the average student-teacher ratio was approximately 19.1 students per elementary school teacher, up from approximately 18.7 students per teacher in 1990-91; 19.4 students per middle school teacher, up from 18.5 in 1990-91; and 19.5 students per high school teacher, up from 17.8 in 1990-91.

The average student-teacher ratio is not the same as the average class size. The average student-teacher ratio includes physical education, music, art and compensatory education teachers who usually do not teach in regular, self-contained classrooms, where one teacher teaches all subjects to the same group of students.

Districts did their best to protect the classroom from budget cuts. The number of administrators dropped 8.6 percent, while the number of teachers dropped 2.3 percent.

The Department of Education does not currently collect information on class sizes. Average class sizes may vary considerably from school to school and district to district. Schools in urban areas are more likely to have larger class sizes than schools in rural areas.

STUDENT-TEACHER RATIOS IN OREGON SCHOOLS

SCHOOLS	1990-91	1991-92	1992-93	1993-94
Elementary Schools	18.7	18.5	18.8	19.1
Middle/Junior High	18.5	18.6	18.8	19.4
High Schools	17.8	18.5	18.4	19.5

The average student teacher ratio is rising gradually. However, the ratio does not reflect class sizes across the state, where 30 more more students may be taught by one teacher.

Teacher Preparation, Experience and Assignment

Of about 28,000 teachers in 1993, 16,000 had bachelor's degrees or bachelor's degrees with additional post-baccalaureate hours, and 12,000 had master's degrees or doctorates.

Oregon teachers have an average of 14.1 years of teaching experience. The average Oregon teacher was 41.7 years old last year, up from 39.5 years old in 1983-84.

One-third of Oregon's teachers, 11,804 of 28,342, teach in self-contained classrooms, such as elementary school classrooms.

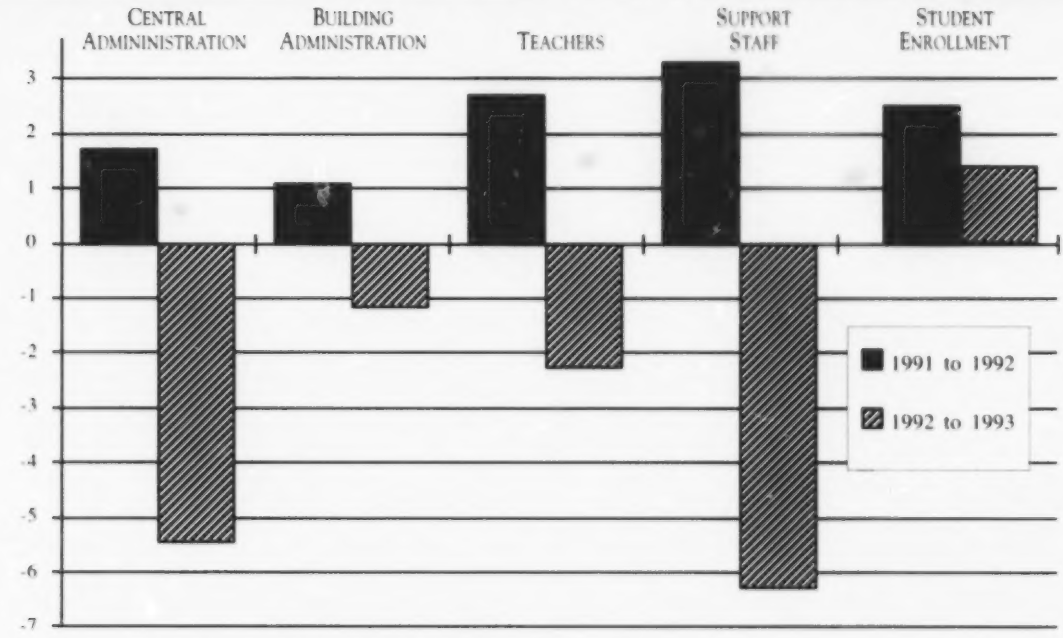
Proportion of Minorities and Women

While minority students accounted for 13.2 percent of the state's total student enrollment, only 3.3 percent of teachers and administrators were minorities. Ten years ago, minorities represented 9.4 percent of total student enrollment and 2.1 percent of teachers and administrators.

Women have made some progress moving into administrative ranks. Ten years ago, 2.8 percent of all superintendents and 14.5 percent of all principals were women. Currently, about 8 percent, or 20 of 256 superintendents, are female. Two of these women supervise the third and fourth largest school districts in the state, Beaverton and Eugene. Thirty-four percent of all principals are women.

Most teachers are women, especially in the elementary grades. Women represent 65.2 percent of all Oregon's teachers and 77 percent of all elementary teachers.

PERCENTAGE CHANGE IN STAFF AND STUDENTS



Source: Certificated Personnel Files, Office of School Finance, 1992, 1993

As measured by the percentage change between 1991 and 1992 and the percentage change between 1992 and 1993, the number of administrators, staff and teachers is dropping while the number of students is rising. For example, the percentage of central administrators rose by nearly 2 percent between 1991 and 1992 but then dropped by about 6 percent between 1992 and 1993.

Assignment of Teachers 1993-94

Assignment by Subject	Teachers Continuing in Same District		Teachers Hired (Experienced)		Teachers Hired (No Experience)		
	Number	Percent of Total*	Number	Percent of Total*	Number	Percent of Total*	Total Number of Teachers
Self-Contained Classroom	11,361	96.2	196	1.7	247	2.1	11,804
Special Education	2,933	91.8	177	5.5	86	2.7	3,196
Language Arts	1,765	95.3	42	2.3	44	2.4	1,851
Health Ed/PE/Athletics	1,719	95.2	44	2.4	42	2.3	1,805
Mathematics/Computer	1,580	94.6	44	2.6	47	2.8	1671
Social Studies	1,257	95.0	36	2.7	30	2.3	1,323
Science	1,255	93.4	52	3.9	37	2.7	1,344
Professional/Technical	1,213	95.1	38	2.9	24	1.9	1,275
Music	949	92.1	49	4.8	32	3.1	1,030
Reading	543	92.8	30	5.1	12	2.1	585
Foreign Language	490	89.1	24	4.4	36	6.5	550
Art	380	96.0	7	1.8	9	2.2	396
Home Economics	326	95.9	12	3.5	2	0.6	340
Alternative/At-Risk/Education	178	87.3	15	7.3	11	5.4	204
English as a Second Language	158	89.3	11	6.2	8	4.5	177
Talented and Gifted	126	95.4	4	3.0	2	1.5	132
Drama/Speech/Journalism	117	95.1	2	1.6	4	3.3	123
Other	498	92.9	22	4.1	16	3.0	536
TOTAL	26,848	94.7	805	2.8	689	2.4	28,342

Percentages may not add up to 100 due to rounding.

One-third of Oregon's teachers teach all subjects to the same group of students in self-contained classrooms. The rest teach specified subjects.

STUDENT DEMOGRAPHICS

In the last five years, Oregon public school enrollment has risen by about 46,000 students, from about 496,000 in 1989-90 to about 542,000 in 1993-94. As Oregon's population continues to rise through this decade, its public school enrollment will also increase.

Income

The 1990 U.S. census reported that 15.2 percent of Oregonians under the age of 18 lived in families where the family income was below the poverty level. The number of low-income students in Oregon's schools has risen steadily over the last few years. In 1993, 36.9 percent of all babies born in Oregon were born into families receiving some public assistance, compared to 27.4 percent of all babies born in 1989. In 1993, 5,091 babies, 12 percent of all births, were born to teenage mothers, compared to 4,850 or 11.8 percent of all births in 1989. The Department of Education is concerned about this trend and will respond with programs designed to help young mothers continue their education.

Race and Ethnic Origins

Minority enrollment rose to 13.2 percent of total enrollment in 1993, up from 10.2 percent in 1988. Almost 40 percent of students who entered Oregon public schools since 1988 are from minority populations, based on fall enrollment figures. Three out of five are Hispanic students. Several programs, including language instruction for bilingual students and instruction in English as a second language are designed to help students who need language instruction.

Language

English is spoken in 92.7 percent of Oregon students' homes. Spanish is spoken in 3.9 percent of students' homes. French, Vietnamese/Hmong, German, Russian, Chinese, Korean and more than 30 other languages are spoken in the remaining 3.4 percent of homes.

According to the 1990 U. S. census, of the approximately 7.3 percent of students who do not speak English at home, 4.6 percent evaluated themselves as speaking English "very well," 1.4 percent as speaking English "well," and 1.3 percent as not speaking English well or at all.

Oregon's total population is expected to continue to climb, and with that climb in general population, schools can expect an increase in school-age children.

FALL ENROLLMENT BY RACE/ETHNIC ORIGIN

SCHOOL YEAR	HISPANIC	ASIAN/ PAC IS.	BLACK	AMERICAN INDIAN	WHITE
1993-94	30,244	16,137	12,630	9,819	447,781
1992-93	27,115	15,360	12,220	9,176	446,251
1991-92	24,165	14,359	11,998	8,741	439,351

These enrollment figures are from the Department of Education's annual fall survey of schools. They are based on a head count of students in school on October 1 of each year and may vary from cumulative enrollment figures used in the chart on the facing page.

Three out of five new minority students are Hispanic students.

Enrollment

An estimated record high of 541,600 students attended Oregon's public schools in 1993-94. Final 1993-94 enrollment figures will be available later this year. The Department projects 552,700 students will enroll in 1994-95, nearly a 2 percent increase over 1993-94.

Increased enrollment has spurred construction of new schools in districts that passed bond measures for new construction. Oregon's total population is expected to continue to climb and, with that climb in general population, schools can expect an increase in school-age children.

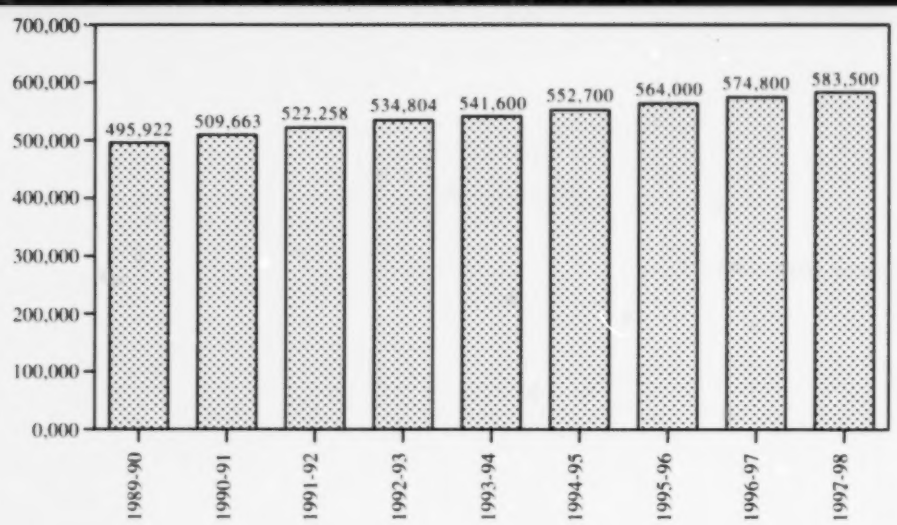
Record enrollment is projected for all grades by the close of the 1990s. This enrollment increase is fueled by the baby boom echo—increased births beginning in the late 1970s—and a recent influx of people moving to Oregon.

Meanwhile, private school enrollment grew by 5.2 percent in 1993-94, from 31,457 students in private schools in 1992-93 to 33,078 in 1993-94. The number of home-schooled students increased by 18 percent, from 7,495 in 1992-93 to 8,851 in 1993-94. Home schooling has risen by 15 to 18 percent annually since the Department began keeping records on it in 1988.

Distribution

The metropolitan areas of Oregon—Portland, Salem, Eugene-Springfield and Medford—together contain two-thirds of the state's public school students.

CUMULATIVE STUDENT ENROLLMENT



Enrollment figures for 1989-90 through 1992-93 are cumulative enrollment figures of the total number of students who enrolled in the school year. Figures for 1993-94 through 1997-98 are estimated enrollment figures based on the previous year's enrollment, birth rate and other factors.

Record enrollment is projected for the rest of the decade, placing an even greater burden on limited school resources.

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TALENTED AND GIFTED PROGRAMS

The Talented and Gifted (TAG) program serves students who show exceptional academic talents and intellectual gifts. It also serves students with superior skills in creative thinking, visual and performing arts and leadership.

The TAG program provides these students with instruction at their own level of learning, paced at their ability to progress. That translates to a variety of innovative programs, including:

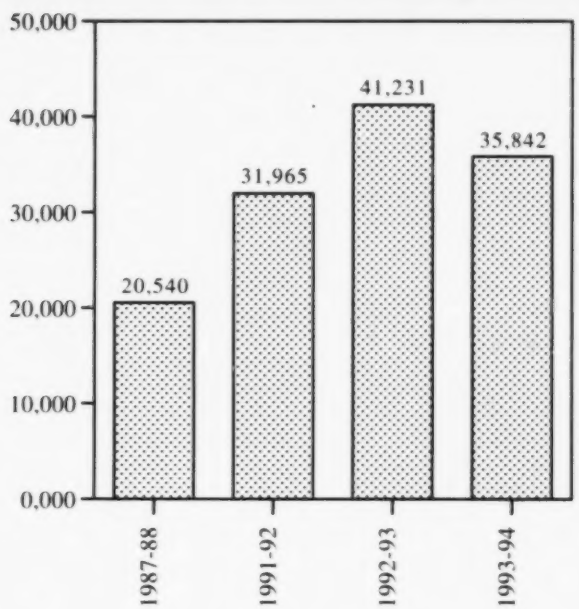
- Specially designed classes for TAG students;
- Consultant teachers who develop appropriate materials for TAG students participating in regular classes;
- Advanced Placement college-credit courses; and
- Reading and conference courses where TAG students perform reading assignments and discuss them with teachers, for credit.

A Model for Individualized Assessment

In many ways, the TAG program is a model for the future Oregon classroom envisioned in Oregon's Educational Act for the 21st Century. In that vision, all classes will provide opportunities for students to learn through a variety of teaching strategies focusing on their individual learning abilities and strengths. Many schools are already beginning to provide more individual assessment, with programs such as mixed-

School improvement includes many concepts that parallel the TAG program. As those concepts are applied in classrooms, it is essential that they not overshadow the needs of individual students. Most TAG students will continue to need individualized attention.

NUMBER OF STUDENTS IDENTIFIED AS TALENTED AND GIFTED



In 1987, the state legislature mandated programs for talented and gifted students and school districts identified 20,540 such students. The number of students identified by districts grew until 1992-93. In 1993-94, the number dropped by 5,389 students. Because districts do not have state grants to spend on the programs, some are becoming more rigorous in evaluating students for possible participation in the program. Also, as districts gain practice in evaluating students, they are doing a better job applying criteria and correctly identifying eligible students.

age primary classes, where students may occasionally work in groups according to their skills rather than their ages.

But for a first grade TAG student who is reading at a sixth grade level, new teaching methods such as mixed-age classes may not be enough. These TAG students need individualized services, which may require personnel, transportation and other costs.

Funds Directed to Regional Centers

State funding for TAG programs has plunged from $1 million in 1978-79 to $100,000 in 1994-95. Schools and school districts no longer receive any state grants for TAG students because of these dramatic budget cuts. Instead, the Department of Education contracts with six regional centers — at Eastern Oregon State College, Southern Oregon State College, Western Oregon State College, Portland State University, Oregon State University and University of Oregon — to provide TAG information, training and technical assistance to school districts.

School staff members act as planning committees in each region, addressing such issues as identifying TAG students in the primary grades and planning secondary school programs and teacher training. Schools can use the regional centers for planning and implementation advice, but receive no financial support for their TAG services. Whatever TAG programs schools offer come from their existing budgets.

A Look to the Future

Schools are now expected to pay for TAG programs using basic school support funds. Without additional support to defray the cost of TAG programs, many districts are already reducing their services. A new fiscal mechanism, with per capita or weighted funding for each TAG student, should be considered if Oregon schools are to continue to provide instructional strategies that meet the individual needs of their students.

Number of Districts Receiving Grants

Year	Funds Available for TAG	Number of District Programs
1994-95	$100,000	*
1993-94	100,000	*
1992-93	416,691	16
1991-92	416,692	16
1990-91	391,337	19
1989-90	376,691	23
1988-89	369,524	18
1987-88	355,031	17
1986-87	336,375	21
1985-86	334,300	20
1984-85	326,600	20
1983-84	318,700	16
1982-83	339,400	18
1981-82	300,000	14
1980-81	650,000	39
1979-80	507,700	47
1978-79	1,000,000	40

*Funds support six regional centers

Because of general budgetary constraints, funding for the talented and gifted program was halved in 1979 and again in 1981. The program maintained an even level of funding until 1993 when the legislature eliminated grants to local schools and school districts for talented and gifted programs and created a $200,000 two-year budget to support six regional centers.

ALTERNATIVE LEARNING ENVIRONMENTS

Alternative learning environments provide individualized help to students who are not making satisfactory progress in school. Alternatives range from modified school schedules to separate individual or small group instruction within a student's regular school to off-campus programs and magnet schools.

These programs continue to gain enrollment. During the 1993-94 school year, Oregon school districts provided 330 alternative learning programs to 30,000 students, or 5.8% of all Oregon public school students. The same number of programs served 29,600 students in 1992-93, also 5.8% of students enrolled that year.

In addition to the services traditionally provided by alternative learning environments, Oregon's Educational Act for the 21st Century requires schools to provide these programs for students who:

- In grades 3, 5, 8 or 10 are not making satisfactory progress toward the Certificate of Initial Mastery;
- Are currently not in school and want assistance in obtaining the Certificate of Initial Mastery early; or
- Are not making satisfactory progress toward the Certificate of Advanced Mastery.

Regional Alternative Learning Sites

In January 1994, regional alternative learning sites were established to serve Benton, Coos, Curry, Jackson, Josephine, Lincoln and Linn counties to serve the goals of the Act. By July 1, 1995, these sites are expected to serve 10,000 students who are:

- Re-entering the educational system;
- Seeking a high school diploma;
- Achieving a Certificate of Initial Mastery;
- Enrolling in professional technical education;
- Achieving a Certificate of Advanced Mastery;
- Participating in work- or community-based learning experiences; or
- Moving from school to school or school to work.

A Look to the Future

The three regional sites coordinate their work with local school districts, community colleges, education service districts, private alternative education programs and workforce quality councils.

By January 1, 1995, all school districts must submit to the Department of Education a plan to help students achieve the Certificate of Initial Mastery through alternative learning programs, when necessary. With time, districts will develop more alternative learning environments in their communities and will serve more students in a variety of settings.

In January 1994, regional alternative learning sites were established to serve Benton, Coos, Curry, Jackson, Josephine, Lincoln and Linn counties. By 1995, these sites are expected to serve 10,000 students, providing individualized help to students who are not making satisfactory progress in school.

SPECIAL EDUCATION

Oregon is a leader in the nation in educating children and students with disabilities alongside their non-disabled peers. In 1993-94, 97 percent of all school-age students with disabilities in Oregon participated as members of the student body in their local public schools. This is a continuing pattern for Oregon and it is consistently portrayed in the annual report to Congress. In the most recent edition, *The Fifteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, the U.S. Department of Education reported that 87 percent of school-age students nationally attended a general education classroom more than half of the day. In the classroom, on the playground, at lunch and on the school bus, most special education students are indistinguishable from their non-disabled peers.

Special education and related services such as speech therapy are frequently provided in the student's general education classroom. This way, students with disabilities receive the support they need during critical learning activities. The approach is referred to as "supported education" and it benefits both students with and without disabilities. By watching their peers, students with disabilities become motivated to overcome their own challenges. One girl who started the first grade unable to walk took her first steps in the classroom as classmates cheered. Non-disabled students are inspired by the perseverance and strength of classmates with disabilities.

Aligning Educational Standards

Most students with disabilities can achieve the same educational standards as their non-disabled peers. As schools implement Oregon's Educational Act for the 21st Century, the Department of Education expects 75 percent to 80 percent of all special education students will obtain the Certificate of Initial Mastery. In 1993-94, 83 percent of school-age students receiving special education had mild disabilities such as speech and language or learning disabilities.

Some students will demonstrate mastery of Oregon's high standards through assessments that account for disabilities. Students unable to achieve the Certificate of Initial Mastery will be able to exhibit their accomplishments through the portfolios compiled over the course of their educational careers.

The challenge for Oregon's schools will be to find methods of instruction and assessment that allow special education students to demonstrate their abilities. For example, if non-disabled students must demonstrate their knowledge and skills by an oral presentation, a student who cannot speak may not succeed under that measure. However, provisions can be made to allow the student to use sign language without lowering the expected educational standards.

Oregon leads the nation in the integration of students with disabilities into classrooms with their non-disabled peers. This program of supported education benefits all students: Those with disabilities are motivated to overcome their own challenges, while non-disabled students are inspired by the perseverance and strength of their classmates with disabilities.

Special Education Needs Increase

Approximately 11 percent of all public school students receive special education. While this proportion is stable, actual numbers are increasing due to overall growth in Oregon's enrollment. During the 1993-94 school year, nearly 55,000 children received special education and related services in Oregon's public schools.

Students eligible for special education receive specially designed instruction, which may include instruction in academic or adaptive skills necessary to ensure students benefit from their education. Each student's instruction is individually determined and described in their individual education plan. Students

PERCENT OF AVERAGE DAILY MEMBERSHIP (ADM) IN SPECIAL EDUCATION			
	1991	1992	1993
ADM	476,947	487,075	493,013
Special Education	51,908	54,069	54,277
Percent	10.88%	11.10%	11.01%

Approximately 11 percent of Oregon's public school students receive special education. While the proportion has remained stable, the actual number of special education students has risen due to overall growth in enrollment.

may receive supplementary aids and services in conjunction with regular classroom instruction, such as special learning materials, Braille, recorded instructions and other modifications and adaptations. Students may also use word processing, augmented communication, sound amplification and other technology to assist them. Students are encouraged to stay in school and complete their high school programs. Transition services help secondary students make a successful transition from school to young adulthood.

Early Intervention and Early Childhood Special Ed

It is critical that children with disabilities begin receiving services as early as possible to help minimize the impact of the disabling condition on the children and their families. Services are provided in the most supportive environment possible, such as at home for very young or medically vulnerable children or in regular or specialized preschool settings for older children.

Early intervention is provided at home to children from birth to three years of age. Three- and four-year-old children are more likely to receive services in preschool settings. The number of children enrolled in early intervention and early childhood special education has increased over the last three academic years, as shown in the table below. During 1993-94, nearly 4,000 children were enrolled in early intervention and early childhood special education.

EARLY INTERVENTION AND EARLY CHILDHOOD SPECIAL EDUCATION ENROLLMENT BY AGE			
AGE ON SEPT. 1	1991	1992	1993
Birth to One	191	173	212
1 year old	334	310	351
2 year old	441	499	569
3 year old	693	833	1,071
4 year old	1,052	970	1,568
TOTAL	2,711	2,785	3,771

The number of children enrolled in early intervention programs and early childhood special education has risen by more than 1,000 children, from 2,711 in 1991 to 3,771 in 1993. These special programs enhance a child's ability to perform well in later educational programs.

COMPENSATORY EDUCATION

Migrant, American Indian, homeless and delinquent students and students in schools with high poverty and low academic achievement receive educational services through federally funded compensatory education programs. These programs serve students from preschool to high school graduation and range from instruction in reading, writing, spelling and mathematics to bilingual and English language instruction and health and nutrition services.

Migrant Education

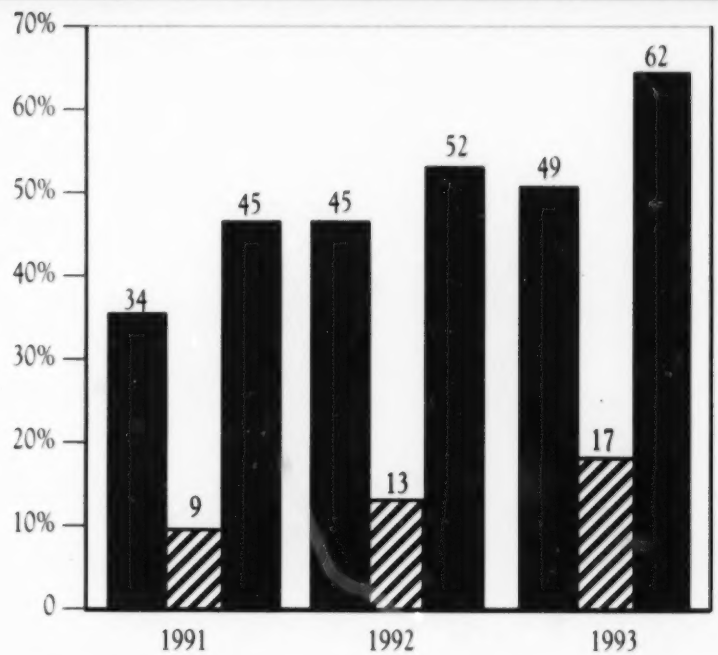
Oregon is second only to California in the number of migrant children arriving from Mexico. As their parents follow seasonal crops, the children must adjust to new towns, new teachers, new classmates and new curriculum, an adjustment made even more difficult by culture and language differences. These children are more likely to need extra help in school to compensate for the effects their migratory life has had on their education.

In addition to working with schools on bilingual and English as a second language instruction, the Department of Education also sponsors other programs aimed at helping migrant children. For the third consecutive year, the Department in 1994 sponsored a two-week summer workshop on a college campus to teach children of migrant workers about leadership, problem solving, self-esteem and appreciation of their cultural heritage.

Also in 1994, the Department hosted educational representatives from 10 Mexican states and 15 American states to exchange ideas and information regarding children who migrate between Mexico and the United States.

As Oregon improves its schools to reflect Oregon's Educational Act for the 21st Century and national education goals, schools must equitably meet the cultural and language needs of low-income, minority and migrant children.

PARENTAL INVOLVEMENT IN COMPENSATORY EDUCATION



Parental involvement in education is an important factor in a student's success. The percentage of parents participating in Chapter 1 programs has risen since 1991.

American Indian and Alaskan Native Education

In 1994, tribal committees and the State Board of Education adopted a plan for education of American Indians and Alaskan Natives. The plan addresses concerns about educating American Indian and Alaskan Native children and recommends ways to address their cultural needs as schools implement Oregon's Educational Act for the 21st Century.

Chapter 1 and Federal Funding

Chapter 1 of the federal Elementary and Secondary Education Act provides money for educational programs in schools with low academic achievement and a high percentage of children living in poverty. In Oregon, 790 of 1,200 schools qualify for the program. Oregon received $55 million in 1993-94 for Chapter 1. This money paid the salaries of about 800 teachers and 700 instructional assistants.

Academic Achievement and Parental Involvement

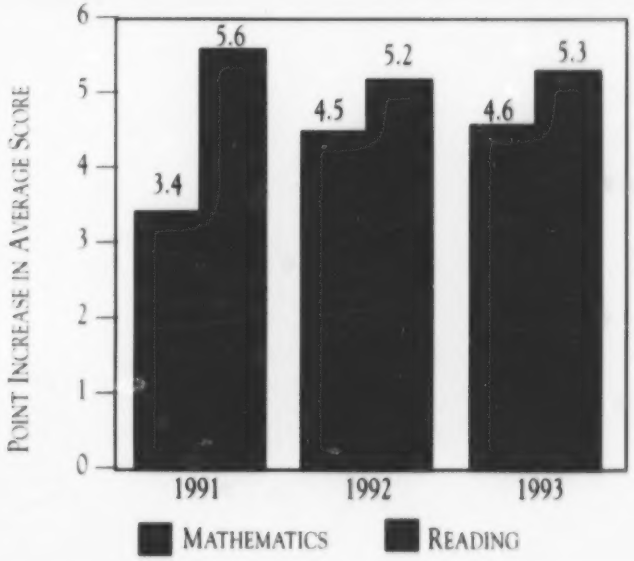
The Department encourages parents to participate in their children's education. Parents of Chapter 1 students are teamed with mentors. The mentors encourage self-esteem and motivation and suggest ways for parents to improve their child's academic performance, such as by reading to the child. In 1993-94, parental participation in Chapter 1 programs rose by 8 percent from 1992-93.

Academic performance of students in compensatory education improved in 1993-94. Chapter 1 students began the 1993-94 school year with average reading and mathematics scores in the 18th percentile, on a scale of 0 to 100. By the end of the school year, their scores had risen to the 25th percentile. The Department's goal is to move these students to the 50th percentile in three years of compensatory education.

A Look to the Future

The number of students eligible for compensatory education in Oregon is growing faster than available federal funding for the programs. In 1993-94, 75 percent of 28,000 eligible migrant children and 62 percent of 79,000 eligible Chapter 1 children were served. There are not enough federal funds to serve every child in Oregon who is eligible for the program.

Mathematics and Reading Performance of Oregon's Chapter 1 Students



This chart shows the point increases achieved in average mathematics and reading scores. Students who entered the Chapter 1 program in 1993-94 scored an average of 32 points each in reading and mathematics on a curve of 100 points. Oregon's goal is to raise these scores by 3 to 4 points a year, the highest such goal in the country. As the chart shows, the average score of Oregon Chapter 1 students has risen by at least that much each year, demonstrating once again that when expectations are high, students will reach them.

COMPREHENSIVE COUNSELING

Comprehensive School Counseling

One of the goals of Oregon's Educational Act for the 21st Century is to provide an educational environment where all students can learn and are expected to succeed regardless of linguistic background, culture, race, gender, capability or geographic location. Comprehensive school counseling programs in Oregon work with students, staff, parents and communities in a variety of ways to achieve that goal.

School counselors support many aspects of Oregon's Educational Act for the 21st Century. By providing special services and working one-on-one with students, counselors help students:

- Develop a solid foundation in problem solving, listening, critical thinking and communicating;
- Be responsible and able to adjust and grow in a rapidly changing world;
- Work effectively alone and in groups; and
- Acquire the knowledge and skills to take responsibility for their decisions and make appropriate choices.

Counselors also emphasize involvement of parents and the community in the total education of students, another goal for 21st century schools.

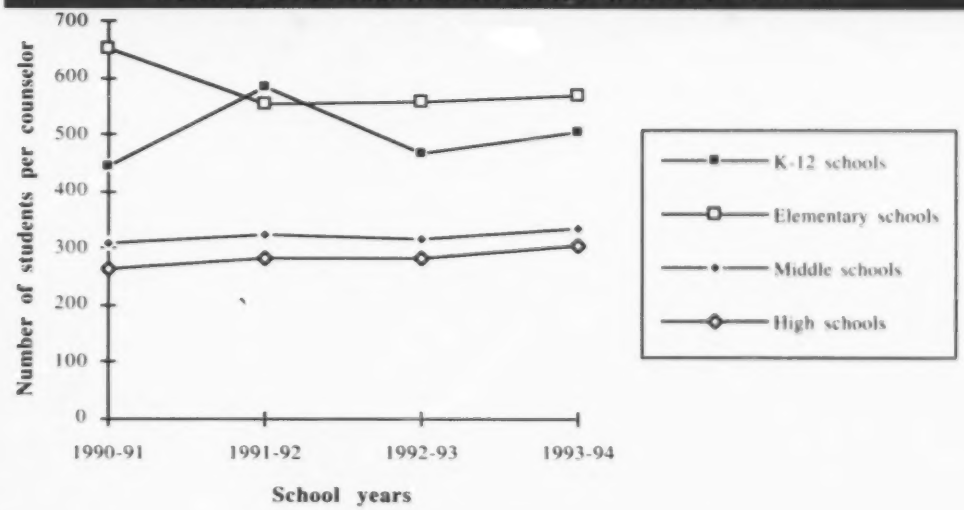
The Department of Education has been working in the last five years to: (1) accurately identify the average number of students per counselor at each grade level; (2) identify the activities and services counselors provide; and (3) provide leadership and technical assistance for local counselors seeking to establish comprehensive counseling at their schools.

Student-Counselor Ratios

The Department's first task was to accurately identify the average number of students per counselor. In the last four years, the average ratio of students to counselors has increased only slightly. For school year 1993-94, the student-counselor ratio in elementary schools was 569 to one; in middle schools, 336 to one;

Comprehensive school counseling programs help students learn to learn, learn to work and learn to live.

STUDENT-COUNSELOR RATIO FOR OREGON, 1990-1994



The student-counselor ratio has increased only slightly since 1990-91. In 1993-94 the ratios ranged from 306 students to one counselor in high schools to 569 students to one counselor in elementary schools.

in high schools, 306 to one; and in schools with all grades, kindergarten through 12, 506 to one. Information is not currently available on how these ratios compare with those in other states.

Although the average number of students each counselor serves has not risen dramatically, the challenges that counselors face have intensified. Problems in our society are reflected in the problems children bring to school. More students are born with disabilities caused by parental drug abuse. More students are pressured at younger ages to use drugs or join gangs. More students live in more violent households and communities. More students live in households where the responsibility of raising children is shouldered by a single parent who is the sole source of family income. And more students live in families where jobs and income are in jeopardy as Oregon's economy shifts from natural resources to high technology.

Counselor Activities

The Department's second task was to identify the activities and services counselors provide. A 1993-94 Department survey of all school counselors in Oregon showed the following percentages of counselors were strongly involved in:

Consulting with teachers	87.3
Assisting students with interpersonal relationships	87.1
Responding to or reporting child abuse	84.2
Providing one-on-one counseling to students	84.2
Referring students to social service agencies	78.6
Helping students make transitions in their lives	78.5
Coordinating work with local social service agencies	72.7
Providing leadership to improve school climate	72.6
Participating in special education individualized education plan meetings	72.1
Providing small group counseling for specific needs	70.1

Counselors are putting their energies where they need to be: helping students learn to learn and learn to live. However, counselors will need to put new emphasis on helping students learn to work. One element of Oregon's Educational Act for the 21st Century allows students to focus their study in high school on a possible career interest. Counselors will need to work with teachers and students to help prepare students for making decisions about course work and future career goals.

A Look to the Future

Comprehensive school counseling programs focus on helping students *learn to learn, learn to work* and *learn to live*. During school year 1994-95, the Department will provide leadership and technical assistance to help school districts develop comprehensive school counseling programs. A comprehensive approach to counseling helps more students experience success in school and in life.

Counselor are involved in much more than helping students plan a course of study toward college admission or a future career. Increasingly, counselors must help students overcome problems in schools that mirror problems in society: drug and alcohol abuse, domestic violence, sexual abuse, gangs and poverty.

PROFESSIONAL TECHNICAL EDUCATION

Professional technical education prepares students to make decisions about their future careers and successfully enter the workforce and continuing education. Whereas traditional vocational education programs typically provided training for students headed for work rather than college, professional technical education presumes that ALL students can benefit from connections to the world of work to guide their future career decisions.

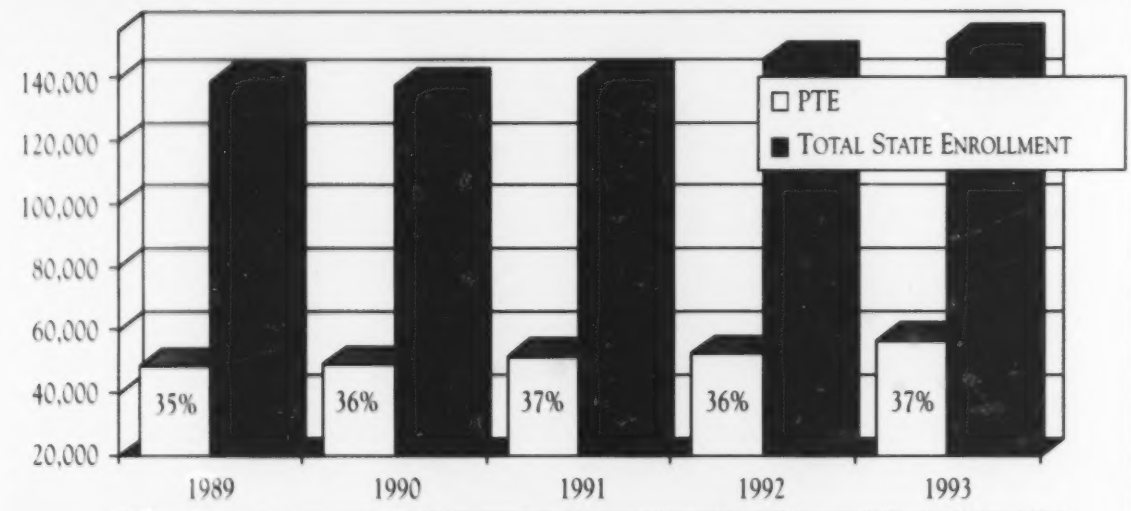
The reality is that almost all students will work someday. Whether students go directly from high school into the workforce, to a community or four-year college or beyond to earn an advanced degree, Oregon's schools are preparing students to eventually work and be productive members of their communities.

Oregon's Business Community Responds

The bridge connecting business and industry to school-to-work opportunities has been built. Professional technical education provides hands-on activities in both academic and skill development courses with business participating in curriculum

Professional technical education is helping define necessary school-to-work skills for all students. Oregon's schools are transforming professional technical education courses to include more rigorous academic learning and transforming academic courses to include more hands-on learning.

PROFESSIONAL TECHNICAL EDUCATION (PTE) ENROLLMENT TO TOTAL STATE ENROLLMENT, GRADES 9-12, 1989-93



	1989	1990	1991	1992	1993
PTE	48,284	48,914	51,528	52,406	56,422
Total State Enrollment	138,506	137,111	139,844	145,529	151,059

Source: SERVE, 1992-93, ODE

During each of the last five years, the percentage of high school students enrolled in professional technical courses has remained around 37 percent of total enrollment.

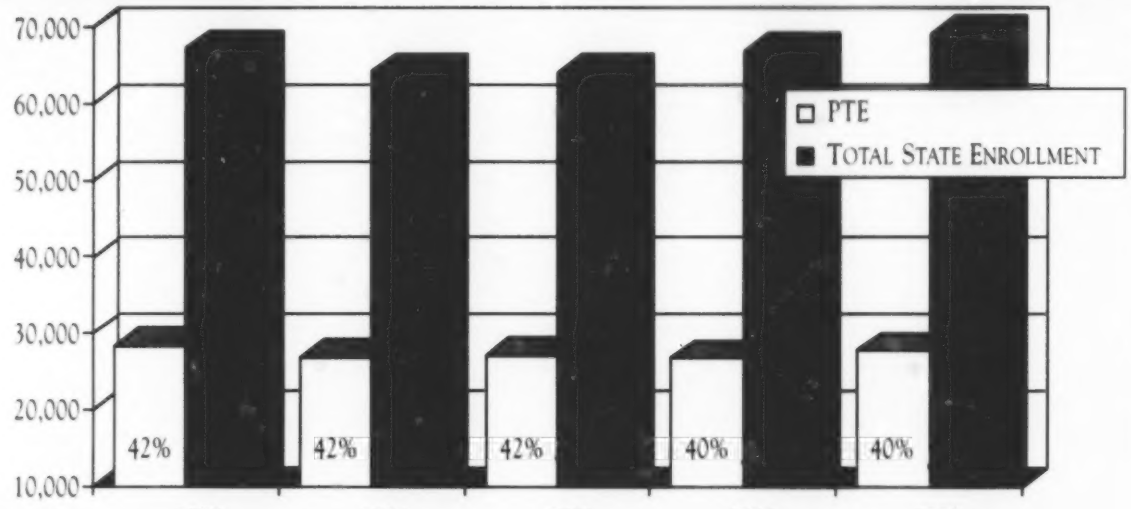
development, classroom instruction, mentoring and training experiences at their work sites. The Oregon Business Council adopted the David Douglas School District in Portland to provide assistance in implementing Oregon's Educational Act for the 21st Century, with particular emphasis on professional technical education components.

Oregon's professional technical education program is at the core of efforts to implement Oregon's Educational Act for the 21st Century. A number of schools are developing Certificate of Initial and Advanced Mastery courses integrating professional technical skills with high academic standards. These courses emphasize demonstrable skills, to assure that students have achieved more than "seat time" by the end of the class.

The Department of Education works closely with secondary schools, community colleges, private vocational schools, apprenticeship programs, colleges and universities and other organizations that provide employment training to offer a continuum of professional technical learning opportunities. An example is Oregon's nationally recognized Tech Prep/ Associate Degree program which combines academic and professional technical education opportunities during the high school years with two years of

Without adequate funding, schools will not be able to extend school-to-work opportunities to all students.

PROFESSIONAL TECHNICAL EDUCATION (PTE) ENROLLMENT TO TOTAL STATE ENROLLMENT, GRADES 11-12, 1989-93



	1989	1990	1991	1992	1993
PTE	28,350	26,767	26,980	26,649	27,617
Total State Enrollment	67,135	64,145	64,001	66,820	69,973

Source: SERVE, 1992-93, ODE

Professional technical enrollment for grades 11 and 12 has dropped slightly, due in part to eliminating electives following budget cuts, refocusing federal funds and local transition from traditional vocational education to new Certificate of Advanced Mastery programs. Additionally, some Oregon state colleges and universities eliminated professional technical teacher training, making it difficult to find qualified teachers.

community college. Statewide, more than 100 of these Tech Prep programs serve 31,000 students.

Oregon Aggressively Seeking Funds

Oregon received a boost in its efforts when, in April 1994, President Clinton signed school-to-work legislation, providing resources for states to develop programs. Oregon quickly responded with an application and in July 1994, was one of eight states to receive funds from the U.S. Department of Labor under the School-to-Work Opportunities Act. Three million will be granted in the first year with as much as $17 million anticipated over five years. The funds will allow program development throughout the state.

In August 1994, the Coos County Education Service District was awarded a $428,000 U.S. Department of Labor grant to create a school-to-work system in Coos, Curry and western Douglas counties. The grant program will focus on careers in health care, finance, hospitality, tourism, manufacturing, shipping, forest products and commercial fishing.

> *At the same time traditional skills-based courses are being eliminated due to budget cuts, Oregon is aggressively seeking additional resources for professional technical activities.*

Also this summer, the North Clackamas School District became one of six districts in the nation to receive $100,000 from the Boston-based Jobs for the Future foundation to boost the district's already successful efforts in linking classrooms to careers.

EARLY CHILDHOOD EDUCATION

Early childhood education focuses on a child from about age three to nine, when the groundwork for a child's intellectual, emotional, social and physical development is laid. As adults, it is our responsibility to help children get a good start in life—with adequate nutrition, health care, appropriate education and strong parenting.

Goals 2000, passed by Congress in 1994, sets a national goal that all children will start school ready to learn by the year 2000. The 1992 Oregon Benchmarks established by the Oregon Progress Board recognize family stability, early childhood health care and early childhood education as critically important foundations for Oregon's future. Oregon's Educational Act for the 21st Century calls on the Department of Education to help school districts improve their early childhood education programs.

Comprehensive Services for Children and Their Families

The Oregon Prekindergarten Program (OPP) was established in 1987 and modeled after the federal Head Start program to provide opportunites for parental involvement and comprehensive education, health, nutrition and mental health services to low-income three- and four-year-old children and their families.

When children's basic needs for health care, nutrition, security and appropriate developmental stimulation are met, they are more likely to complete high school, attend college and secure jobs. Studies show that children who have participated in quality preschool programs are:

- More likely to score higher in reading, writing and arithmetic, find and hold jobs, attend college; and
- Less likely to be held back in school, drop out of school, need special education, demonstrate delinquent or antisocial behavior, be arrested or receive public assistance.

Money invested in OPP and Head Start means less money will be required in other more costly programs later on.

OPP and Head Start: Working Together

OPP and Head Start can stop the cycle of poverty for many children and their parents. In addition to education, these programs provide hot meals and ensure immunizations, hearing and vision screenings, physical and dental examinations and other services for children.

Parents, many of whom are unemployed, are hired as classroom aides and offered training in early childhood education and other fields for future work.

Governed by the same requirements, OPP and Head Start coordinate their work and serve the same pool of children but have two sources of funding, state funding for OPP and federal funding for Head Start.

> *Children who participate in quality prekindergarten programs are less likely to be held back later, drop out of school or get into trouble with the law.*

One or both of the programs operates in each of Oregon's 36 counties. Together, they served 6,205 children in 1993-94, an increase of about 80 children from 1992-93. However, the total number of *eligible* children grew in that time to 21,404.

The greatest challenge for these two programs is meeting the growing need. Oregon's Educational Act for the 21st Century calls for OPP funding for 50 percent of eligible children by 1996 and 100 percent of eligible children by 1998. However, in 1992-93, only 38 percent of all eligible children were served by OPP and Head Start. Due to budget cuts and a growing population of eligible children, an estimated 28 percent of all eligible children will be served in the 1993-95 biennium. Oregon must follow through on its

commitment to provide funding for quality prekindergarten programs for all eligible children and their families.

Parental Involvement in Education

When parents are informed and confident in supporting their child's early learning and development, they can powerfully enhance school readiness.

In line with one of the goals of Oregon's Educational Act for the 21st Century, OPP strongly encourages parent involvement. The majority of parents of enrolled children serve on each local OPP policy council and make budget decisions, approve grant requests, hire teachers and make other program decisions. Parent support groups and parenting classes increase parenting skills.

Another program, Together for Children, works with the parents of children newborn to eight years old. Operating in Deschutes, Jackson and Lane counties, Together for Children helps parents build strong parenting skills and strong relationships with their children. Staff and peer support groups provide information about child heath care, immunization, nutrition, referrals to community services, child care, home visits and support for teenage parents. The program served 551 parents and 570 children in 1993-94 and received $550,000 in state money for the 1993-95 biennium.

In addition, several high schools have developed on-site child care centers to provide quality child care for the children of teenage parents and other community members. These centers provide parents with child care and information on the healthy development of young children.

Oregon is falling behind its goal of funding all eligible prekindergarten students by 1998. It must provide the money it pledged to support these critical programs.

Children Served in Prekindergarten Programs

Year	Number of Eligible 3-4 Year Olds	Number Participating in OPP or Other Programs	Number Participating in Head Start	Total Served	Percent Served
1994-95*	22,144	1,779	4,580	6,359	28%
1993-94	21,404	1,981	4,224	6,205	29%
1992-93	16,261	2,329	3,868	6,197	38%
1991-92	20,062	1,379	4,088	5,467	27%
1990-91	19,194	919	3,436	4,355	23%
1989-90	14,828	550	2,974	3,524	24%
1988-89	14,848	350	2,952	3,302	22%

**Figures for 1994-95 are projected estimates.*

Each year, more money is appropriated to OPP and Head Start, but it is not enough to keep up with the growing population of low-income children. As a result, a smaller percentage of eligible children is served. The percentage served has dropped from 38 percent in 1992-93 to 29 percent in 1993-94, despite a state requirement that the percentage served increase to 50 percent of eligible children by 1996 and 100 percent by 1998.

Changing Classrooms for Children

Classrooms for young children are changing. Schools are developing teaching programs and practices that are "developmentally appropriate" because they reflect what we know about how children develop, grow and learn. For example, we know that children learn by interacting with other children and adults and by playing, exploring, experimenting and solving problems. That means a developmentally appropriate classroom may integrate curriculum in a concrete project or play activity where children work with each other and with adults.

Another type of developmentally appropriate practice is grouping children of various ages. These mixed-age groupings offer advantages in academic achievement and social development over groupings by age. In 1991, the Department of Education awarded grants of about $10,000 each to 10 schools to pilot developmentally appropriate practices using mixed-age groupings.

Pilot Site Study

In December 1993, Oregon State University evaluated these pilot sites: elementary schools Ackerman and Greenwood in La Grande, Beaver Acres in Beaverton, Boeckman Creek in Wilsonville, Brattain in Springfield, Gore in Lebanon, Lincoln in Corvallis, London in Cottage Grove, Lynch View in Portland and Westmoreland in Eugene; and the Sabin Early Childhood Center in Portland.

The university study found that parents, students and teachers at the pilot sites supported mixed-age classrooms and the resulting changes in school climate and curriculum. Teachers reported increased student learning and cooperation and decreased competition. Teachers did not expect every child to do the same work at the same time but did expect every child to work to his or her own potential and use all available time for learning. Teachers said this resulted in unexpected benefits; students pushed themselves harder when they realized they could take their learning as far as they wanted.

Early Childhood Program Inventory

In 1993, the Department surveyed all elementary schools in the state for information on their efforts to improve their early childhood education programs. Oregon's Educational Act for the 21st Century highlights several elements of a 21st century early childhood education program, including: education consistent with how children learn, parental participation, comprehensive education, health care and social services for children, and planned transitions between grades.

The Department received responses from 774 of 893 elementary schools. Not every school responded to each question. (Because more than one response was permitted, numbers do not total 100 percent.) The highlights follow:

MIXED-AGE GROUPS

Of 668 schools responding:

- 49 percent use some form of mixed-age grouping.
- 29 percent group first and second grades.
- 6 percent group kindergarten through first grade.
- 6 percent group first through third grades.

Teachers in mixed-age classrooms do not expect every child to do the same work at the same time but do expect every child to work to his or her full potential and use all available time for learning. The result: Students push themselves harder when they realize they can take their learning as far as they want.

Parent involvement

Of 760 schools responding:

- 93 percent have a parent volunteer program.
- 87 percent have a parent organization or club.
- 72 percent have parents on a 21st Century Schools Council.
- 64 percent use parents in some advisory capacity.
- 48 percent involve parents in their child's education plan.
- 31 percent conduct home visits.

Working with social service agencies

Of 316 schools responding, 23 percent coordinate work when necessary with social service agencies, including Children's Services Division, Mental Health Division, Health Division, state and local Early Intervention Councils, federal Head Start and Oregon Prekindergarten programs.

Transition between Grade Levels

Of 307 schools responding, about 22 percent coordinate a student's transition from prekindergarten to kindergarten through third grade, using teams of parents, preschool and primary teachers, school administrators and social service representatives.

A Look to the Future

This inventory provides evidence of the first steps schools are taking to improve their early childhood education programs. The Department will survey schools again to analyze their progress in improving early childhood education and use the information to plan technical assistance programs.

As Oregon's schools continue implementing innovative and effective early childhood education programs, they will need to involve parents and staff in discussing and planning classroom changes. Enthusiasm for these new programs spreads quickly among parents, teachers and students.

LIBRARIES AND MEDIA CENTERS

The ability to access and apply information may be the most important skill Oregon's students will need as they prepare for the workplace of the 21st century. School libraries are key in training students to find and use information. Libraries have been good resource centers for students up to now. However, budget cuts will make it impossible to continue to provide up-to-date materials and staff support at a level comparable to other states.

Oregon law provides that every public school have a library. School libraries contain books, periodicals, newspapers and audio-visual materials and are usually home to equipment for student use such as computers, video cameras, audio recording and television cameras. Nearly 20 percent of our libraries support distance learning activities via satellite technology.

National Benchmarks Revealing

National studies reveal the critical link between library resources and academic achievement. In the fall of 1993, the Colorado Department of Education released findings from a library study showing that:

- Where library media centers are better funded, academic achievement is higher, regardless of socio-economic or adult education factors.
- The size of a school's library media center staff and collection is a strong predictor of academic achievement, second only to the absence of at-risk conditions.

We are moving forward with technology the best we can considering scarce resources, but we are moving backward on staffing and renewal of current materials. The continuing trend of a declining number of librarians translates to students who don't know how to find resources. . .resources vital to a complete education.

During the 1993-94 school year, Oregon was one of 12 states selected for a study by the National Commission on Libraries and Information Services which revealed the statistics in the following table.

OREGON COMPARED TO NATIONAL MEAN IN LIBRARY EXPENDITURES

	OREGON MEAN	NATIONAL MEAN
[redacted]		
Elementary	$17	$15
Secondary	$20	$15
[redacted]		
Elementary	80	88
Secondary	66	44
[redacted]		
Elementary	3	2
Secondary	3	3
[redacted]		
Elementary	10	10
Secondary	4	4
[redacted]		
Elementary	15	18
Secondary	39	23

Oregon was equal to or better than the national mean in acquiring resources in all but two elementary categories — books acquired per 100 pupils and videotapes acquired per school. However, without stable funding, we are likely to lose ground.

Hope for the Future

Beginning in the fall of 1994, the Department of Education will gather data from schools about their technology and library resources relating to the Certificates of Initial and Advanced Mastery. Armed with that information, we will have a clearer picture of our strengths and weaknesses, enabling us to target scarce resources where they are most needed.

Percent of Schools with Technology in Libraries/Media Centers

	Oregon		National	
	Elementary	Secondary	Elementary	Secondary
Modems	41%	50%	38%	56%
Internet	12%	15%	11%	21%
Fax	3%	35%	7%	35%
CD-ROM (periodicals, encyclopedias, etc.)	56%	80%	54%	74%

Computer and fax technology in most Oregon school libraries is equal to or better than that in school libraries nationally. However, secondary schools are trailing in percentage of libraries with modems and on Internet.

Number of Full-Time Librarians in Oregon Schools

Year	Number of Schools	Number of Full Time Librarians	Number Lost or Gained
1993-94	1,183	665	-73
1992-93	1,185	738	-8
1991-92	1,172	746	+15
1990-91	1,178	731	0
1989-90	1,177	731	+5
1988-89	1,190	726	-33
1987-88	1,198	759	+1
1986-87	1,210	758	-29
1985-86	1,215	787	+4
1984-85	1,228	783	N/A

Oregon has experienced its most significant loss of library personnel in a decade. In the same year we lost 73 librarians, we gained 6,798 students, which is serious for a state already below the national average in staffing for library programs.

DISTANCE LEARNING PROGRAMS

Distance learning expands educational opportunities by using satellite, teleconference and interactive computer technologies and correspondence courses to teach subjects not available through on-site teachers. Currently, there are credit and non-credit distance learning course offerings as well as teacher training activities occurring throughout the state.

Distance learning enables students to meet and talk with state and national experts, experience different perspectives and communicate with other students. Courses are offered toward high school completion, a college degree or workforce training. Many non-credit student enrichment and professional development opportunities are also available through distance learning.

Through the satellite-based systems available in a growing number of schools, students of any age can span geographic barriers to take courses in eight subject areas: second languages, mathematics, science, language arts, humanities, social studies, health and physical education and professional technical education. During 1993-94:

- 1,238 kindergarten through twelfth graders were enrolled in distance learning courses in Oregon.
- Oregon teachers participated in 250 hours of Department of Education-produced staff inservice teleconferences.
- 1,350 teachers participated in graduate level courses, many taking them for credit. Three courses were presented via Ed-Net on Oregon's school improvement program: portfolios, primary reading and writing, and Certificate of Initial Mastery outcomes.
- 32 middle school students in four schools studied Pacific Ocean environments and ecosystems in "Sea Challenges." Students from Dayville, Jordan Valley, Willamina and Cottage Grove "met" twice a week for the introduction to marine science course presented on Ed-Net.
- 63 schools enrolled over 2,000 students ages 10-14 in "Earth and Sea investigators," a series of Ed-Net broadcasts supplemented by computer conferencing, objects to use in the classroom and written materials. With the support of a U.S. Department of Education grant, the Oregon Department of Education worked with the Oregon State University Hatfield Marine Science Center to pilot this distance learning opportunity delivered primarily to small, isolated, rural Oregon schools.

Oregon students and their teachers are taking advantage of new technologies to expand their learning horizons through an educational medium called distance learning. Designed to bring educational programs to students in remote areas of Oregon, distance learning also is becoming increasingly popular in urban schools to preserve programs threatened by budget cuts.

There are 396 distance learning sites in Oregon, with 255 (64 percent) in public schools, school districts and education service districts. The remaining 141 sites are in hospitals, government organizations, community colleges, colleges and universities.

Linking Students to Other States

Oregon's satellite-based access to courses stretches across the nation. Programs are available through the Oregon Department of Education, TI-IN, STEP/Start Schools Programs, Oregon Ed-Net, Oklahoma State University, Northern Arizona University, Missouri School Boards Association, North Dakota Division of Independent Study.

Now, greater collaboration among major distance learning providers is resulting in new membership concepts such as IDEANET. The notion is that

K-12 Facilities Equipped for Distance Learning

Type of Facility	Total Number of These Facilities in Oregon	1992-93 Distance Learning Sites Equipped to Operate	1993-94 Distance Learning Sites Equipped to Operate
Combination K-12 Schools	29	26	28
Elementary Schools	763	22	28
Middle Schools	183	51	51
High Schools	195	114	122
School District Offices	250	5	6
Education Service Districts	29	14	20
Totals	1,449	232	255

Most distance learning sites are at the high school level, where students can take courses for credit.

Enrollment by Curriculum Area

Course Category	Students Enrolled in 1992-93	Students Enrolled in 1993-94
Second languages (Japanese, Russian, Spanish, German, French, Latin)	567	834
Mathematics	33	20
Science	160	230
Language Arts	23	56
Humanities and Arts*	N/A	2
Social Studies	75	75
Health & Physical Education**	0	6
Professional Technical	12	15

* *Humanities and Arts enrollment was included in the Language Arts total enrollment during the 1992-93 school year.*

** *Health and Physical Education is a new category for the first time during the 1993-94 school year.*

Courses are offered in eight subject areas with the highest enrollment in science and second languages, the latter experiencing a 68 percent increase primarily from kindergarten through grade 6.

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ENROLLMENT BY GRADE LEVEL

Grade Level	Students Enrolled 1992-93	Students Enrolled 1993-94
Grades K-2	*	85
Grades 3-4	*	60
Grades 5-6	*	76
Grade 7	13	19
Grade 8	43	37
Grade 9	90	167
Grade 10	178	257
Grade 11	218	296
Grade 12	241	241
Total Enrollments	870	1,238

** In 1992-93, a total of 87 students participated in distance learning in kindergarten through sixth grade. That number increased significantly to 221 students in 1993-94. (Schools in 1992-93 reported numbers by grades K-3 and 4-6, compared to K-2, 3-4 and 5-6 in 1993-94.)*

Although we're just beginning to collect data on distance learning activity, it's clear that the demand, particularly among high school students, is on the rise.

schools could select from a consortia of providers under a single membership fee structure, resulting in a broader scope of course offerings and reduced rates.

The Department represents Oregon on the Star Schools Governance Board as a member of the five-state Northwest Educational Telecommunications Partnership (NETP). NETP works collaboratively with an education service district in Spokane, Washington, to secure federal grant funds currently furnishing 72 Oregon schools with satellite and computer distance learning equipment. This relationship has enabled Oregon to offer "Exploring our Oceans; Marine Biology and Oceanography," a Department-produced science course to high schools.

A Look to the Future

It's inevitable that the demand for distance learning opportunities will grow. At a time when schools are trying to both expand learning opportunities for students and work within constrained budgets, distance learning is a feasible and creative solution. Future advances in broadcast technologies, local communication lines and computer conferencing systems will make distance learning options more accessible and affordable to local communities.

Distance learning is a valuable educational resource that is not being fully utilized in Oregon. Of course, additional resources are needed, but we also face some perception and scheduling obstacles. We need to do a better job of familiarizing educators and the public about the potential and advantages of distance learning.

SCHOOL TRANSPORTATION

Oregon has an impressive history of school bus safety. Nearly half of our public school students ride school buses daily. During the 1993-94 school year, more than 6,200 drivers operated some 4,600 buses to transport over 233,000 students per day. Although one student was seriously injured by another vehicle in 1993-94, not one student was hit by a bus. There are few states with as clean a record.

The Department of Education manages the student transportation program, sets standards and is responsible for safely transporting students to and from school and on field trips, trains school safety patrols and instructors and certifies all school bus drivers. Last year we trained instructors who then provided over 61,000 hours of classroom instruction for school bus drivers. We also give presentations throughout the state on bus and pedestrian safety and offer training programs for schools to use in their own bus safety classes.

Oregon law requires schools to transport elementary students living more than one mile from school and high school students living more than one and 1-1/2 miles from school. Students living closer may be included if special circumstances outlined by the district, such as railroad tracks or lack of a safe walkway, exist. The state funds 70 percent of home to school student transportation with districts supporting the remainder. In an effort to relieve strained budgets, some districts are forging partnerships with their local transit systems to transport high school students.

High standards ensure student safety

Oregon's student transportation program takes many precautions to ensure students' safety.

- Oregon adopts all national standards and has developed even more rigorous state standards.
- Our driver training program has some of the most rigorous physical standards in the country.
- We process fingerprint records of all new employees who have direct unsupervised contact with children.
- Through the state police, we check criminal and driving records on all school bus drivers every one to three years and on all activity drivers before they are approved.
- All Oregon school buses and activity vehicles are inspected annually. During 1993-94, we made 222 additional school bus safety reinspections.
- The Department made 24 school improvement visits during 1993-94, which included examining driver training records and vehicle maintenance records.
- Beginning in January 1, 1995, school bus drivers will undergo drug and alcohol testing. Drivers will be tested before they are hired, after an accident, if there is reasonable suspicion of drug or alcohol abuse and upon returning to work after a previous positive drug or alcohol test. Additionally, random drug testing will be done on at least 50 percent of drivers and random alcohol testing on 25 percent of drivers.

Oregon's student transportation program is one of the best in the country. High standards and new laws assure that our children will be safely delivered to and from school.

A Look to the Future

The things that guarantee our superior transportation program — rigorous and frequent driver training and skilled mechanics — are jeopardized by declining resources.

One of our biggest dilemmas is that many motorists don't stop when they see the flashing red lights of a bus. We need better public awareness of the requirement and the $940 fine for violations.

SCHOOL NUTRITION

Student Nutrition Goals

Goals 2000, passed by Congress in 1994, sets a national goal for student nutrition—that by the year 2000, all children in the United States will start school ready to learn. Proper nutrition is acknowledged as a vital ingredient in the learning process.

The 1992 Oregon Benchmarks by the Oregon Progress Board set goals for student nutrition that:

- Every student, regardless of economic status, will take advantage of the opportunity to eat a nutritious breakfast and lunch every day to enhance his or her learning potential; and
- Through nutrition lessons built into health curriculum, students will learn the important connections between adequate nutrition and physical, mental, emotional and social health, energy level, self-image and physical fitness.

Federally Funded Program Provides for Many Needs

Four federally funded nutrition programs are managed by the Department of Education: school breakfast, school lunch, summer food service and child and adult care food programs. These programs integrate nutrition into school health programs and certified child care centers and provide technical assistance to food service staff.

School Breakfast and School Lunch Programs

Together, these programs received about $40 million in federal funds during the 1993-94 school year. The state contributed an additional $2 million to the program. Meals are available to all students regardless of income. Students from households with incomes 130 percent of poverty and below receive free meals; those with incomes between 130 and 185 percent of poverty level receive meals at reduced rates. Children in households receiving food stamps or Aid for Dependent Children assistance are automatically eligible for free meals.

Although the number of students participating in the breakfast and lunch programs has increased, the Department would like to see more students take advantage of the meals. State law requires schools with 25 percent of their students on free and reduced-price lunches to serve breakfast. Currently, only 22 percent of the students who eat lunch also eat breakfast at school.

Summer Food Service Program

With $800,000 in federal funding in 1993, the summer food service program provides meals to low-income children during summer vacation. Sponsoring sites such as Boys and Girls Clubs, churches and YMCAs serve free meals to all participating children regardless of income. Unfortunately, many communities do not have these summer programs, so children miss out on necessary nutrition. In 1993, only 3 percent of low income students who participated in the school lunch program also received summer meals.

The good news is more Oregon students are benefitting from a nutritious breakfast and lunch. School personnel are being trained to link nutrition programs to the school health curriculum to broaden awareness of food programs and help students make wise nutrition choices.

Child and Adult Care Food Program

This program received over $15 million in federal funds in 1993 to provide nutritious meals in non-residential public or private nonprofit child care centers, Head Start Centers, family day care homes, outside-school-hours programs and certain adult day care centers.

OREGON STUDENT NUTRITION PROGRAMS

PROGRAM / 1993 FEDERAL FUNDING	1991	1992	1993
School breakfast / $8,530,000			
Number of meals served	3,811,133	5,543,050	8,381,934
% paid	13.1%	13%	15.5%
% reduced price	4.6%	4.7%	6.0%
% free	82.1%	82.2%	78.4%
School lunch / $32,697,260			
Number of meals served	35,423,570	38,088,063	37,317,042
% paid	56%	53.5%	50.9%
% reduced price	7.7%	7.7%	8.6%
% free	36.1%	38.6%	40.4%
Summer food service / $800,000			
Number of meals served (all free)	570,988	562,988	628,942
Child and adult care food / $15,300,000			
Number of meals served at			
Child care centers	3,409,042	3,940,622	4,694,553
Family day care homes	9,713,827	11,350,877	13,484,742
Adult day care centers	7,370	9,874	15,251

The fastest growing programs are school breakfasts, up 50 percent from last year, and meals served at adult day care centers, up 54 percent from last year. The breakfast count is rising because more schools are offering the program and publicizing it more. Adult day care centers for disabled adults are quickly increasing in size and number as the state's population grows older.

Students require essential nutrients and enough energy to concentrate on and accomplish learning tasks. State and federal school nutrition programs help eliminate hunger symptoms such as headache, fatigue and restlessness and help children understand the importance of good eating habits for a lifetime of active learning.

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About This Year's Report Card

To better address the needs of our readers, the Oregon Report Card is changing. More current information will be provided through updated statistics and other data throughout the year. You may order updates on Report Card topics by completing the order form on the following page. You will receive the updates as we produce new information on the topic.

The Department of Education is also developing a comprehensive database of information regarding public education in Oregon. You can use the Oregon Online gopher on Internet to review current demographic profiles of Oregon's public elementary and secondary schools and two years of Oregon Statewide Assessment results. Each school and school district received its demographic profile and statewide assessment results in June. More information about Oregon's public schools will be available on Oregon Online later this year.

THE 1993-94 OREGON REPORT CARD

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Resource List

This 1993-94 Oregon Report Card offers an overview of the status and progress of various public education topics. For more detailed information, please call, write or fax any of the following resource people.

For Information on:	*Contact:*
Implementing Oregon's Educational Act for the 21st Century	Joanne Flint (503) 378-8004
Statewide Assessment Scholastic Aptitude Test	Steve Slater (503) 378-8004
School Finance	Walter Koscher (503) 378-5965
School Staff Characteristics Course Enrollment	Jim James (503) 378-8004
Student Demographics Graduation Data Dropout Data	Bob Jones (503) 378-5965
Mathematics Education	Cathy Brown (503) 378-8004
Science Education	Mark Page (503) 378-8004
Talented and Gifted Programs	Bob Siewert (503) 378-3598
Alternative Learning Environments	Leon Fuhrman (503) 378-5585
Special Education	Karen Brazeau (503) 378-3598
Compensatory Education	Merced Flores (503) 378-3606
Comprehensive School Counseling	Don Perkins (503) 378-5585
Professional Technical Education	JD Hoye (503) 378-3584
Prekindergarten Programs Early Childhood Education	Anita McClanahan (503) 378-5585
Library and Media Centers	Jim Sanner (503) 378-8004
Distance Learning Programs	Kathryn Hansen (503) 378-8004
Student Transportation Programs	Al Shannon (503) 378-3577
School Nutrition Programs	Rachelle Bagley (503) 378-3579
National Education Goals	Joyce Benjamin (503) 378-3573

For more information about Oregon's public schools, call, write or fax us:

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